

# FAIRFIELD UNIVERSITY

COLLEGE OF ARTS & SCIENCES  
SCHOOL OF BUSINESS  
SCHOOL OF NURSING

1990-1991



*The Jesuit University of Southern New England*

# INFORMATION DIRECTORY

## Undergraduate Admissions

Dean of Admissions  
Bellarmine Hall

## Undergraduate Financial Aid

Director of Financial Aid  
Gonzaga Hall

## Student Services

Vice President for Student Services  
Loyola Hall

## Fees

Accounting, Bellarmine Hall

## Transcripts

University Registrar, Canisius Hall

## Alumni Programs

Director of Alumni Relations  
Southwell Hall

## Academic Vice-President

Canisius Hall

## College of Arts and Sciences

Dean, Canisius Hall

## School of Business

Dean, Faculty Office Building

## School of Nursing

Dean, School of Nursing

## School of Continuing Education

Dean, Canisius Hall

## Graduate School of Education and Allied Professions

Dean, Canisius Hall

## Summer Sessions

Coordinator, Canisius Hall

## President

Bellarmino Hall

## Provost

Bellarmino Hall

---

## Mailing Address

Fairfield University  
Fairfield, Connecticut 06430-7524

## Telephone

(203) 254-4000

---

# CATALOGUE ISSUE

1990 - 1991

THE JESUIT UNIVERSITY OF  
SOUTHERN NEW ENGLAND

---

# Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

In addition, the Graduate School of Education and Allied Professions is accredited by the State of Connecticut Department of Education, which has approved the education program for teacher certification at secondary levels and the graduate programs which lead to certification in specialized areas of education. The chemistry program of the College of Arts and Sciences is approved by the American Chemical Society.

The School of Nursing has been accredited by the National League for Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

The University holds memberships in the National Association of Independent Colleges and Universities, American Council for Higher Education, American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, and New England Business and Economic Association.

---

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.

Fairfield University admits students of any sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records. A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services.

---



# Contents

Accreditation .....	2
The Mission of Fairfield University .....	4
An Overview of Fairfield University .....	6
Educational Policies and General Regulations .....	18
Philosophy of Education / Faculty and Faculty Advising / Academic Year / Academic Grades / Academic Advancement / Probation / Eligibility / Failure / Registration / Readmission / Dean's List / Alpha Sigma Nu / Degree Requirements / Transfer Credits for Matriculated Students / Academic Honesty / Academic Grievance / Absences / Withdrawal / Transcripts / Student Records / Leave of Absence	
The Curricula .....	28
Core Curriculum / Course Numbering System / Choice of Curriculum / Honors Program / Minors / Double Majors / Internships / Writing Center / School of Business / School of Nursing	
College of Arts and Sciences .....	33
Degrees Offered / Specialized Programs / Departmental Requirements and Options / Courses of Instruction	
School of Business .....	133
General Education Core Curriculum / Business Core Requirements/ Business Major Requirements/ Curricula for Minors / Courses of Instruction	
School of Nursing .....	151
Nursing Curriculum / R.N. Program: Curriculum / Courses of Instruction	
Student Services and Campus Life .....	159
Student Association / Student Conduct / Counseling / Health / Activities / Athletics / Residence Halls / Campus Center / Library / Recreational Complex / Religious Activities / Parking	
Admissions, Expenses, and Financial Aid .....	167
Freshman Admissions / Advanced Placement and Early Admission / Transfer Admissions / Expenses / Refund Policy / Financial Aid Application / Satisfactory Academic Progress / Financial Aid Available	
Directory .....	181
Board of Trustees / Administration / Faculty	
Index .....	193
Academic Calendar 1990-1991 .....	196
Campus Map .....	Inside Back Cover

# The Mission of Fairfield University

Fairfield University, founded by the Society of Jesus, is a coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit Education, which began in 1547, is committed today to the service of faith, of which the promotion of justice is an absolute requirement.

Fairfield is Catholic in both tradition and spirit. It celebrates the God-given dignity of every human person. As a Catholic university it welcomes those of all beliefs and traditions who share its concerns for scholarship, justice, truth, and freedom, and it values the diversity which their membership brings to the university community.

Fairfield educates its students through a variety of scholarly and professional disciplines. All of its schools share a liberal and humanistic perspective and a commitment to excellence. Fairfield encourages a respect for all the disciplines — their similarities, their differences, and their interrelationships. In particular, in its undergraduate schools it provides all students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in disciplines and professions provided by the major programs. Fairfield is also committed to the needs of society for liberally educated professionals. It meets the needs of its students to assume positions in this society through its undergraduate and graduate professional schools and programs.

A Fairfield education is a liberal education, characterized by its breadth and depth. It offers opportunities for individual and common reflection, and it provides training in such essential human skills as analysis, synthesis, and communication. The liberally educated person is

able to assimilate and organize facts, to evaluate knowledge, to identify issues, to use appropriate methods of reasoning, and to convey conclusions persuasively in written and spoken word. Equally essential to liberal education is the development of the aesthetic dimension of human nature, the power to imagine, to intuit, to create, and to appreciate. In its fullest sense liberal education initiates students at a mature level into their culture, its past, its present, and its future.

Fairfield recognizes that learning is a lifelong process and sees the education which it provides as a foundation upon which its students may continue to build within their chosen areas of scholarly study or professional development. It also seeks to foster in its students a continuing intellectual curiosity and a desire for self-education which will extend to the broad range of areas to which they have been introduced in their studies.

As a community of scholars, Fairfield gladly joins in the broader task of expanding human knowledge and deepening human understanding, and to this end it encourages and supports the scholarly research and artistic production of its faculty and students.

Fairfield has a further obligation to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole. Faculty and students are encouraged to participate in the larger community through service and academic activities. But most of all, Fairfield serves the wider community by educating its students to be socially aware and morally responsible persons.

Fairfield University values each of its students as an individual with unique abilities and potentials, and it respects the personal and academic freedom of all its members. At the same time it seeks to develop a greater sense of community within itself, a sense that all of its members belong to and are involved in the University, sharing common goals and a common commitment to truth and justice, and manifesting in their lives the common concern for others which is the obligation of all educated, mature human beings.

---

AN  
OVERVIEW  
OF  
FAIRFIELD  
UNIVERSITY

---

# An Overview of Fairfield University

## *Fairfield is a proud tradition of learning.*

When Fairfield was chartered in 1942, it became the 26th institution of higher learning operated by the Jesuit Order in the United States and the inheritor of a tradition of learning and scholarship that dates back to 1540 when St. Ignatius Loyola founded the Society of Jesus (the Jesuits) on the principle of active service in the world.

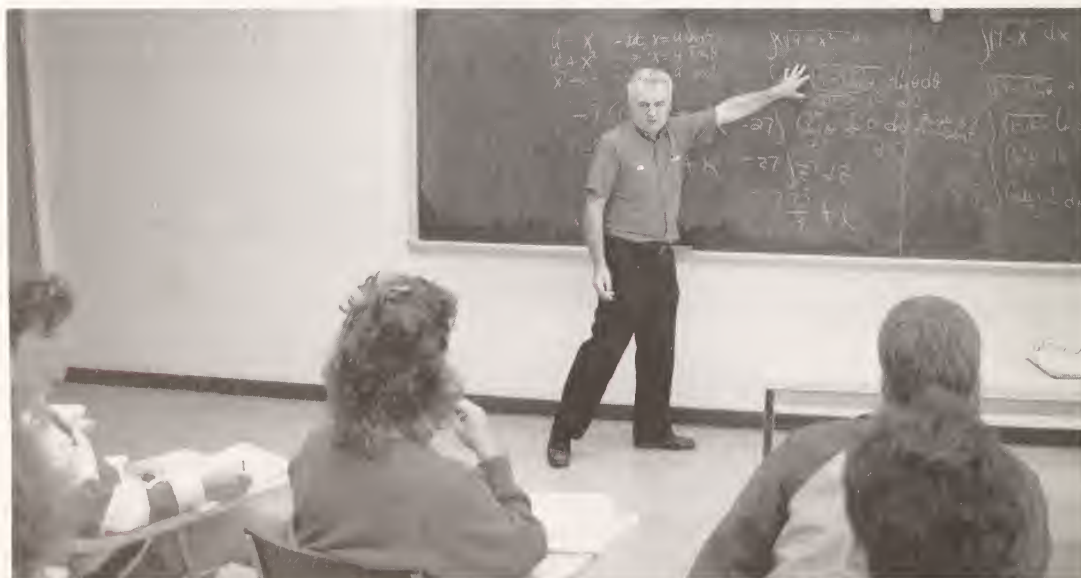
From that time, many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for academic quality. A Jesuit education has come to mean a high standard of academic discipline within Judeo-Christian values.

Our students are selected without regard to sex, race, color, marital status, religion, age, national origin or ancestry, disability or handicap. This diversity acts as a stimulus to your education and gives you an opportunity to make

friendships that will broaden your horizons and enrich your life.

A still greater influence on your life will be your professors, who exhibit an even wider diversity than do the students. Although Fairfield is a Jesuit university, the majority of 181 full-time faculty are lay persons who represent many faiths and creeds. Both lay and Jesuit, the faculty hold degrees from over 85 American and European colleges and universities, and 82% of them hold the highest degree available in their discipline. Many have had practical experience in various careers and professions before becoming teachers. Almost without exception you will find them eager to sit with you and talk about your academic progress or your personal problems. An important aspect: *Fairfield has no graduate students who teach in any of its colleges or schools.*

Although our students and faculty have varied backgrounds, they have come to Fairfield because they share common goals: the striving for excellence in every area of life; the commitment to intellectual honesty, discipline, and inquiry; the ideals of a liberal education; the expression of Christian values through concern for and service to others. They are, in other words, the living embodiment of a tradition of learning 450 years old.





***Fairfield is a quality academic program.*** The goal of a Fairfield education is to develop the whole person, and we believe that a liberal education can achieve this goal because it exposes you to the whole of learning.

The University has created a "core curriculum" for all students in all undergraduate schools. It includes from two to five courses in each of these areas:

- *Mathematics and Natural Sciences*, to acquaint you with both mathematical logic and the workings of the physical world;
- *History and Social Sciences*, to give you a knowledge of the past, a contemporary social awareness, and a sense of civic responsibility;
- *Philosophy and Religious Studies*, to help you to a clear knowledge of ultimate religious, philosophical, and moral values;
- *English and Fine Arts*, to develop the habits of logical thinking and accurate expression, and to give you an understanding of human nature through literature, drama, music, and art;
- *Modern and Classical Languages*, to provide an insight into other cultures and other modes of expression and thought.



Within the framework of these five areas, you have a number of options. The requirement in Philosophy and Religious Studies, for example, includes two courses in religion. But you can choose to examine your own spiritual heritage or the beliefs of others; your courses can be as general as "Religion and Psychology" or as specific as "The Writings of Paul." You will find enough options like this so that fulfilling the requirements becomes a stimulating and enjoyable experience while providing the breadth of knowledge necessary for your further studies, and for life as a well educated human being.

As a partner in planning your academic program, you will have a faculty advisor. In your freshman year your advisor will be assigned from the faculty at large; in later years, he or she will be a professor in your major field. If you want to enter professional or graduate school, your advisor will be someone who is knowledgeable in the admissions requirements of those institutions and who can help you plan a course of study that will further your professional goals.

Although Fairfield has some 2,800 undergraduate students, it is organized as a grouping of small divisions under a larger "intellectual umbrella." This enables us to combine the intimacy and the personal attention that are the strengths of a small college with the advantages of a university. Your classes will be relatively small, especially in your junior and senior years, and they will be taught by professors who can — and do — give time to your individual instruction. But you will also find that the full resources of the University are at your command whenever you need them.

The University has five schools: the College of Arts and Sciences; the School of Business; the School of Nursing; the School of Continuing Education; and the Graduate School of Education and Allied Professions. In addition to courses offered during the year, these schools also offer courses during the summer.

**The College of Arts and Sciences**, the oldest and largest of Fairfield's five schools, offers two degrees, Bachelor of Arts and Bachelor of Science.

If you wish to earn a Bachelor of Arts degree in the College of Arts and Sciences, you may major in American studies, economics, English, fine arts, history, modern languages (French, German, Spanish), philosophy, politics, psychology, religious studies, sociology, or communication arts.

On the other hand, if you wish a Bachelor of Science degree, you may major in biology, chemistry, mathematics, computer science, physics, or psychology.

Students are encouraged to select a major at the end of their freshman year if they have not already done so.

If you are unsure of your career direction, and many students are, you may discuss the possibilities with your faculty advisor, with other professors, or with a career counselor in our Career Planning Center. Selecting a major is not an irrevocable decision. The academic program at Fairfield is flexible enough to allow you to change to another field if you find your first choice was not the right one.

Within each major field of study, the College of Arts and Sciences offers an exceptionally wide range of courses, from introductory studies to highly specialized courses for upperclassmen. And within every major field there is an opportunity for independent study and research that can carry you far beyond the normal limits of traditional courses. Double-majors and minors may be arranged for students interested in combining the skills and talents of two disciplines.



**The School of Business** was established in 1978, having been for thirty-one years of the University's existence the Department of Business Administration. Its establishment reflected the increasing number of students majoring in a business discipline, and the diversity of courses being offered. A Master of Science program in Financial Management began in 1981; the Certificate Program for Advanced Study in Finance was initiated in 1984. The School is unique among the academic units of the University in that it offers programs at both the undergraduate and graduate levels.

The status of Fairfield County as a growing corporate headquarters area provides the opportunity for you to observe corporate operations first hand. The Center for Financial Studies, a conference center for management education, established by the National Council of Savings Institutions and Fairfield University, provides the School of Business with an outstanding facility for presenting a variety of programs and seminars.

As a student in the School of Business, you will be working toward the degree of Bachelor of Science in one of the offerings of the school. You will take the same core curriculum required of all other undergraduate students. In addition, you will take a "business core curriculum" of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, organizational behavior, production and operations, business ethics, international business, finance, computer-based information systems, and marketing. A capstone course in business policies completes the student's business studies.

The balance of your program will depend upon your major, which may be selected from one of five areas: accounting, finance, information systems, management, or marketing. Working with your faculty advisor, you will plan a curriculum that best suits your career goals.

The optional senior-year internship is a feature of the School of Business. These internships are undertaken for credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. The presence of a large number of corporate offices in the area gives you some highly unusual and rewarding opportunities for internships.

**The School of Nursing**, founded in 1970, is fully accredited by the National League for Nursing, the Connecticut State Board of Nurse Examiners, and the State of Connecticut Department of Higher Education. The four-year program leads to a Bachelor of Science degree with a major in nursing.

The goal of the school is to prepare you for the first level of competent and compassionate professional nursing. Fairfield does not seek to produce clinical specialists, but rather to prepare the student for general nursing, and throughout the program you will be exposed to nursing practice in a variety of clinical and health care delivery settings and systems.

On-campus nursing classes are held in a modern building that features a tiered lecture-demonstration room with projection facilities, a nursing simulation laboratory where you will become familiar with the most common techniques and equipment, and an educational media room that has the most modern multi-media facilities for learning.





Admission to the School of Nursing is selective. You must be capable of completing an academic program in the humanities, mathematics, social sciences, and natural sciences as well as the rigorous nursing program. Graduates who meet the state statutory requirements regarding personal and professional conduct and health are eligible to take the State Board of Nursing licensure examinations. These regulations are available in the School of Nursing office.

Like all other undergraduate students of Fairfield, you must complete the core curriculum. In addition, you will take required courses in chemistry, biology, psychology, and sociology. Classroom instruction in nursing theory and clinical skills begins in your freshman year and continues throughout the undergraduate program. With each passing year your clinical work will increase until, by the time you are a senior, a significant portion of your time is spent in the nursing major, which includes clinical practice as well as the theory component. To ensure that you get the breadth and depth of clinical experience you need, the school has associations with many facilities including private hospitals, a veterans hospital, clinics, outpatient departments, rehabilitation centers, public health departments, and long-term care facilities.

**The School of Continuing Education** is committed to a curriculum that enhances personal growth and professional development, and to a flexibility which permits adults with job, civic and family responsibilities to continue their education part time. Its Bachelor degree programs are extensions of the curricula of the College of Arts and Sciences, and the Schools of Business and Nursing, geared to the needs of the adult learner. In carrying out the University's commitment to lifelong learning, it provides short-term skill oriented career entry programs, and professional improvement courses and workshops in a variety of career fields.

**The Graduate School of Education and Allied Professions** provides Master's and Certificate of Advanced Study (C.A.S.) programs for the certification and advancement of teachers, administrators, counselors, and other professionals in the field of education. A broad selection of graduate courses is offered late

afternoons, evenings, and weekends for individuals seeking to begin or complete degree requirements.

**Summer Sessions:** During the summer the University offers a wide range of graduate, undergraduate, and professional development courses. Day and evening courses within four sessions of different length and intensity are provided to help students plan a flexible schedule for the summer. The University's aim is to serve the needs of its own students, those from other schools who find themselves here for the summer, and residents in the community seeking professional or personal growth.

**Fairfield is the opportunity for practical experience.** Fairfield recognizes that today's student wants and needs practical experience, both through the use of equipment and through opportunities to participate in on- or off-campus programs.

The University has been a pioneer in student use of the computer. Whatever your major, you will have easy access to our DEC 8600 main-frame computer through color terminals, and to rooms filled with Macintosh, IBM PC, and Apple IIe microcomputers.

Introductory computer courses are open to all, and you can select a minor or a concentration in the computer field while majoring in another area. Students more seriously interested in computers will find majors in both computer science and information systems.

In almost every science department, the University has used grants from the National Science Foundation, the Nuclear Regulatory Commission, and NASA to make sizable investments in sophisticated equipment. This equipment is not reserved just for professors or graduate students. Every student — at every level — has access.

One important "tool" you will use extensively is the Nyselius Library. Open access to the more than 220,000-volume stacks, the equivalent of 50,000 volumes in microform, and 1,775 journals and newspapers helps to keep faculty and students informed on new developments in all fields. There are hundreds of individual carrels to give you semi-private study space. The Library's media department contains video and audio cassettes, records, and other audiovisual materials, as well as equipment for their use.

But to give you practical experience, the University goes far beyond merely making equipment available. Many academic programs require that you get "on-the-job" experience. Internships and work experiences for credit are options you can exercise in many departments. Your studies can range even further afield through the Washington Semester at American University (for economics and politics majors), the Washington Center for Learning Alternatives (for majors in many fields), and study abroad.

Of course, you do not have to leave campus to get experience in your field. In any major, you may pursue independent study. Working

with your faculty advisor, you will select a subject in a particular area, and then move ahead at your own pace with this original research.

We think you will find that your practical experience will give you a decided advantage when you apply for admission to graduate or professional school or when you interview for a job.

***Fairfield is a pleasant learning environment.***

The University is located in America's "academic corridor," that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities. This location provides you with access to the cultural, recreational, social, and intellectual programs of hundreds of other institutions of higher learning. The town of Fairfield itself (population approximately 55,000) is about an hour from New York City and three hours from Boston, and it is primarily a residential community whose citizens enjoy an excellent relationship with the University.



Fairfield's 225-acre campus is among the most beautiful in the country. Created from three private estates, it retains a gracious, tranquil atmosphere. There are many wooded areas, lawns, gardens, pleasant walks, and broad views of the blue waters of Long Island Sound.

If you're a resident student, you'll live in one of eight modern residence halls, in comfortably furnished rooms designed for two. Dorms are coed (with men and women living on alternate floors or in alternate wings). Rooms off campus in private homes also are available. Some upperclass students pool their resources to share a beach house, and the University provides a shuttle bus between the town area and the campus. Juniors and seniors also have the option of living in the University's new townhouses, which are four- and six-person apartments on the edge of campus.

The modern Campus Center is the social focal point for all segments of the University community. Here you will find a snack bar, post office, conference rooms, student lounges, bookstore, pub, and the student and faculty dining areas. The facilities are also available for art exhibits, cultural events, and distinguished speakers.

The Regina A. Quick Center for the Arts, with a 750-seat theatre, smaller experimental theatre, and an art gallery, opened in the spring of 1990 and provides the main spaces for cultural

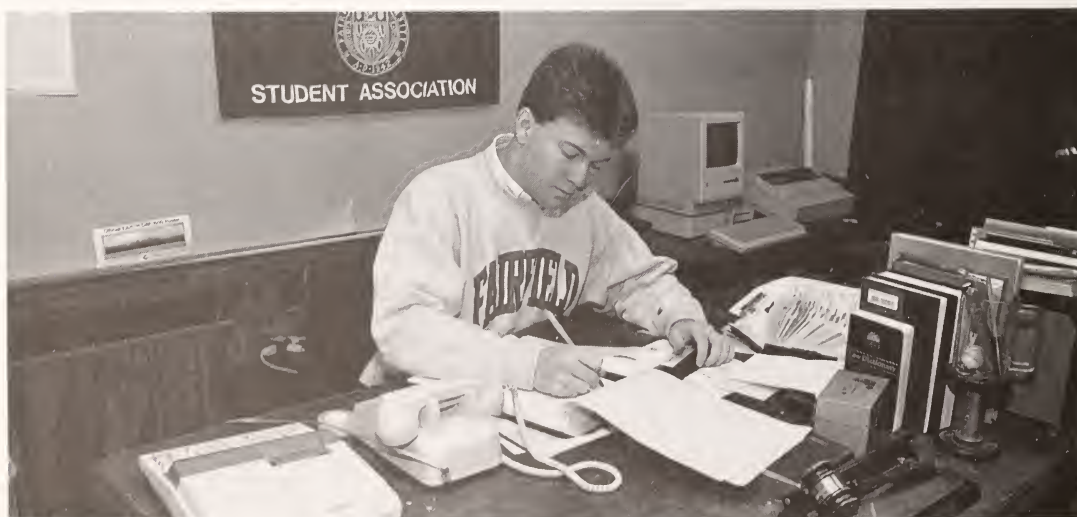
events. Drama, music, lectures and exhibitions all are presented at the center.

The Egan Chapel of St. Ignatius Loyola, a symbol of the University's Catholic heritage, opened in the fall of 1990. It also provides the meeting and work spaces for an active campus ministry.

Fairfield's spacious campus allows plenty of room for outdoor playing fields, all-weather tennis courts, and informal recreation areas. When the practice requirements of varsity sports teams threatened to monopolize the Gymnasium, the University built a Recreational Complex to provide even more indoor athletic facilities — swimming pool, jogging track, indoor tennis courts, handball courts, and more — for students who want to participate in sports for their own enjoyment.

**Fairfield is a varied student life.** Everything about your college years can be part of your total learning experience — learning to get along with new people, learning to develop new interests, learning to be a good leader (or equally as important, to be a good team member), learning to make your own decisions and then accepting the responsibility for them, and learning to live your own life.

If you are a resident student, you will do a lot of this kind of learning in your dormitory. Fairfield's residence halls are largely self-directed, with the members of each unit deciding many





of their own rules and activities. You can also participate fully in the life of the University as a commuter. A significant percentage of Fairfield's undergraduate students commute; we make the same effort to respond to their needs as we do for the resident students.

Commuter or resident, you will be a member of the Fairfield University Student Association. FUSA represents the student viewpoint to the other sectors of the University community, sponsors student-operated events, rules on student infractions of University policies, and provides student entertainment for the academic year. Becoming actively involved in FUSA will give you a chance to test your leadership ability and to take part in decisions that affect the University as a whole.

Student government is only one facet of the rich and varied campus life at Fairfield. Among others are:

**Student Activities:** You can join clubs that reflect your academic interests, or clubs that let you enjoy non-academic interests, or clubs that let

you enjoy a variety of pursuits from singing to watching films to skiing. If you are talented in music or drama (or if you would like to find out whether you have talent), there are performance groups; for budding journalists and broadcasters, there are a magazine, newspaper, yearbook, a Media Center and campus radio station. Many of our students feel that they can best express themselves in service to others; there are a number of community service organizations on campus. Through the University's Office of Faith, Peace and Justice Programs, students can become involved in a wide variety of volunteer efforts that promote peace and justice on local, national, and international levels.

With numerous student organizations, chances are good that you can find several that reflect your own interests. If not, and if there are enough other students with the same interest, you'll probably get approval to start your own organization.

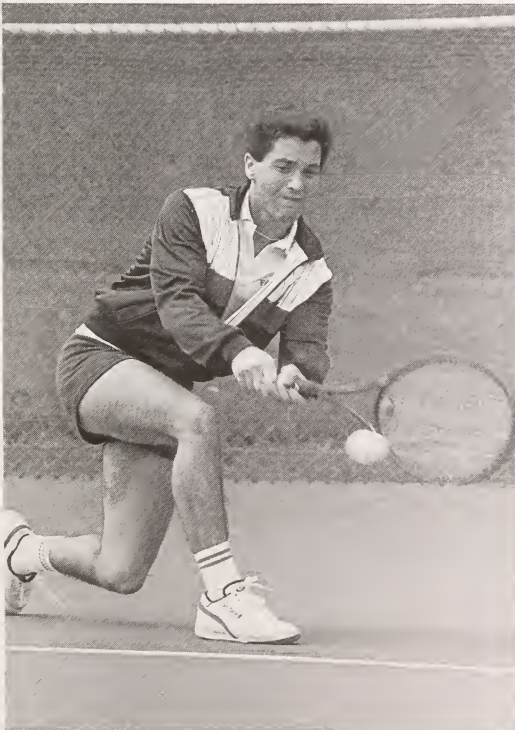
**Athletics:** Regardless of your athletic ability or level of interest in athletics, Fairfield has a sports program for you. As a National Collegiate Athletic Association (NCAA) Division I school, we provide three types of organized athletics: varsity sports, club sports, and intramurals.

Varsity sports for men are baseball, basketball, cross country, golf, ice hockey, soccer, swimming, and tennis. Women's varsity sports are basketball, tennis, field hockey, softball, cross country, volleyball, and swimming. Fairfield University is a charter member of the Metro Atlantic Athletic Conference.

The club sports program includes fencing, lacrosse, rugby, sailing, skiing, women's soccer, and women's lacrosse. Intramural team competition is offered in tennis, touch football, volleyball, basketball, street hockey, and softball.

The Recreation Department also organizes numerous intramural activities in team and individual sports. These include flag football, volleyball, inner tube water polo, basketball, softball, soccer, tennis, and racquetball. In addition, instruction is offered at the Recreational Complex in aerobics, dance, swimming, scuba, water safety, lifesaving, weight training, and tennis.

**Cultural Life:** Together, the University, academic departments, FUSA, and student organizations bring to campus a diversity of



performers, entertainers, and lecturers throughout the year. But with Fairfield's location, culture is not limited to the campus. On any weekend, and even during the week, you may find students going to Yale University cultural programs in New Haven, heading for Boston or New York, or attending activities at any of the 35 colleges and universities that are within an hour's drive of the Fairfield campus.

*Religious Life:* Your participation in religious life is completely up to you. Perhaps because participation is optional, Fairfield has a very active Campus Ministry, which has offices in the new Chapel and Campus Ministry Center. A full-time staff of three Jesuit priests and a woman chaplain, assisted by a score or more of active students, fosters retreats and prayer services, presents seminars on religious and social concerns, and encourages social response and community involvement. The Campus Ministry team also provides a caring response to students who seek spiritual direction and counseling.

The Campus Ministry can also refer you to clergy of your own faith. Within 15 minutes of campus there are houses of worship of many different faiths and denominations.



*Student Services:* Fairfield University provides a number of other advisory services. Its Career Planning Center helps students examine various career fields and relate them to their respective interests, capabilities, and career goals. The Center maintains a directory of off-campus jobs for students who need additional income and also facilitates on-campus interviewing with various corporations and agencies.

A tutorial program is offered through the Office of Student Academic Support Services to students who are having difficulty in their academic courses. Students are tutored by fellow students who are academically exceptional in a particular major. As part of this same program students are encouraged to meet with their professors whenever they are having academic difficulty.

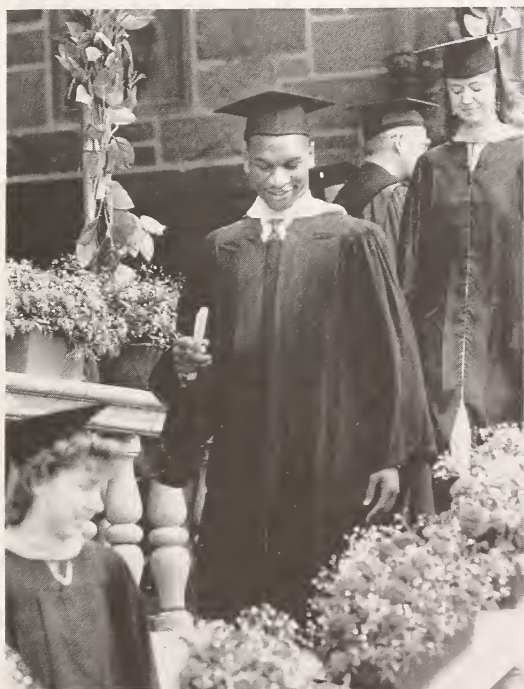
The University's Student Health Center has nurses on duty around the clock, seven days a week. One of three physicians staffs the health services every weekday morning and is on call at all other times. Specialists in all fields of medicine are readily available. A student



who becomes seriously ill can be admitted to St. Vincent's Hospital in Bridgeport, just minutes from campus. A staff of professional counselors and psychologists offers both confidential personal discussions and psychological tests to assess strengths and weaknesses.

***Fairfield is a chance to achieve.*** Even before your first college class, you will probably begin to think about what you will do after you leave. If you have a definite career in mind, you want an academic program that will best prepare you. If you are undecided, you want guidance in exploring career fields and in matching your talents and interests to jobs within those fields. Either way, Fairfield offers expert help.

The Career Planning Center's Career Information Library offers both general information on the nature of various careers and specific data on the current job market. When you are ready to start looking for a position, there may be workshops in resume writing and the techniques of being interviewed. Finally, the Center keeps abreast of needs in all fields of employment, and either arranges interviews for seniors or notifies qualified students of job openings.



The University also has an enviable record in placing its graduates in professional schools. Fairfield's record in placing applicants to medical, dental, law, and graduate schools is impressive. Between 80 and 90% of Fairfield's applicants to law and medical schools gain admission. Fairfield cannot guarantee you a career — no college can. But Fairfield can guarantee you the quality of academic preparation that will make you a desirable candidate for employment, or for professional or graduate school.

***Fairfield is a quality education at a reasonable cost.*** The Fairfield Board of Trustees, the administration and the faculty constantly strive to hold the cost of a college education at a reasonable level without cutting corners on quality. As a result, the cost of a Fairfield education is competitive with that of any private institution in the New England area. For the 1990-91 academic year, tuition will be \$11,250 for the classes of 1991 and 1992; \$11,550 for the classes of 1993 and 1994. Room and board will be \$5,050 and the townhouse fee will be \$4,000.

Because the University recognizes that these costs — plus other necessary expenses for books, supplies, travel, and personal needs — can create a sizable burden for many families, Fairfield administers a comprehensive financial aid program. Most financial aid is provided in a "package" — a combination of scholarships, grants, loans, and on-campus employment. About 65% of Fairfield's undergraduates receive such a package combining all these forms of financial assistance.

The University suggests that the best way to get an understanding of Fairfield — its academic programs, its exceptional faculty, its well-equipped and attractive campus, its admissions and financial aid programs — is to visit the campus. A tour and personal interview are strongly recommended. For an appointment, write or call the Admissions Office, Fairfield University, Fairfield, Connecticut 06430-7524, phone (203) 254-4100.





---

EDUCATIONAL  
POLICIES  
AND  
GENERAL  
REGULATIONS

---

# Educational Policies and General Regulations

## Philosophy of Education

Fairfield University has, as its primary objective, the development of the creative intellectual potential of its students within a context of religious commitment.

Fairfield believes in the particular excellence of a liberal education. In an effort to achieve this objective, it requires each student to take courses from five areas of knowledge: mathematics and natural sciences, history and social sciences, philosophy and religious studies, English and fine arts, modern languages and classics. Thus assured of a basic, well-rounded education, students are free to pursue a major field of study in preparation for scholarly or professional pursuits.

To assist the student in the quest for truth, the University promotes dialogue between teacher and student, between student and student, between teacher and teacher. This dialogue takes place in an environment of absolute freedom of inquiry.

## The Faculty and Faculty Advising

All members of the faculty share personally and actively in the responsibility for providing students with educational, career, and personal guidance. One of the hallmarks of a Jesuit education is the personal interest each teacher takes in students; the teacher tries to know each individual student's strengths and weaknesses. This tradition is basic to Fairfield. Classes are not large, and there are ample opportunities for close student-teacher relationships. Members of the faculty make themselves available for informal discussions, advice, and

encouragement well beyond their published office hours.

During the orientation program for freshmen and transfers, each student is assigned to a faculty advisor. (In subsequent years, depending upon the student's major and career interests, the first advisor may be replaced by a professor in the student's field of academic interest.) The faculty advisor will be available to meet regularly with the student, to explain test results, to offer appropriate counsel, to watch the student's progress, and, in general, to help him or her adjust to college life.

If a student plans to enter a professional or graduate school after graduation from Fairfield, an advisor who is knowledgeable about that specific profession and its schools is assigned to the student. In addition, a *Graduate Scholarship Committee*, made up of faculty members, stands ready to assist students in the application for and attainment of scholarships and fellowships to professional and graduate schools.

## The Academic Year

The academic year begins in early September and ends in late May, with recess periods at Christmas and in the Spring. It is divided into two semesters, each extending over a period of about 15 weeks. The semester hour is the unit of instructional credit.

The class day begins at 8:20 in the morning and is divided into class periods of 50 or 75 minutes and laboratory periods of 100 minutes.

## Full-Time Status

The normal course load for a matriculated student is between 14 and 18 credit hours.

To maintain full-time status a matriculated student must be registered for a minimum of 12 credit hours each semester.

## Transfer Credit

For students who transfer to Fairfield University, the University will accept a maximum of 60 credits. No courses with grades less than "C" will qualify for transfer.

For students matriculated at Fairfield, who take courses at other institutions, these credits as well as the grades are transferable. Study-abroad programs are excluded from this policy.

## Academic Grades

- A – Outstanding achievement
- B – Superior level of achievement
- C Acceptable level of achievement with course material
- D – Minimal achievement, but passing
- F – Unacceptable level of achievement; course must be repeated to obtain credit

A “plus” (+) may be added to grades of B or C to indicate work performed at the top of that range.

A “minus” (–) may be added to grades A, B, or C to indicate work performed below that range.

Quality points and numerical equivalency for these grades are as follows:

	<i>Quality Points</i>	<i>Numerical Equivalent</i>
A	4.00	93-100
A–	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B–	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C–	1.67	70-72
D	1.00	60-69
F	0.00	0-59

A semester's grade normally will be determined according to the following procedure:

The semester's work (examinations, quizzes, recitations, and out-of-class assignments) will establish approximately two-thirds of the grade, the final examination establishing approximately one-third of the grade. If a professor chooses a method other than the established procedure, the following criteria must be met:

- a) The students must be informed in writing at the beginning of the semester as to the procedure in determining the grade for the course.

- b) A memorandum must be submitted in writing to the departmental chair and the appropriate Dean at the beginning of each semester.

In addition to the foregoing academic grades which indicate the quality of student performance, several other notations may appear on a student's grade report.

An “I” (Incomplete) is issued when, due to an emergency situation such as illness, a student prearranges with the professor to complete some of the course requirements after the semester ends. All course work must be completed within 30 days after the beginning of the next regular semester. Any “Incompletes” still outstanding after the 30-day extension will become “Failures.”

## Withdrawal from Courses

Once a semester is underway, if a student wishes to drop and/or add a course, this must be done during the add/drop period. Anyone wishing to withdraw from a course after the add/drop period must see his/her Dean. A notation of “W” (Withdrawal) indicates that a student has withdrawn from a course. Withdrawal will not be permitted simply to prevent receipt of a grade that might not meet the student's satisfaction.

## Freshman Mid-term Estimate Grades

Halfway through the fall and spring semesters, freshmen are provided with midterm estimate grades for the courses in which they are enrolled. These grades are not part of their official academic record, but allow the students, as well as their faculty advisors and the Dean of Freshmen, to review their academic progress at the mid-point of their first two semesters.

## Repeat Course Policy

When a student repeats a course that was failed, the new grade will be recorded. Quality points will be averaged into the cumulative average, and the credits will count toward the degree. The original grade will remain on the transcript and be calculated into the cumulative average.

When a student repeats a course for which the student has obtained a passing grade, the new course and grade will be recorded on the transcript with the notation, "repeat course." The credit will not count towards the degree. The original grade will remain on the transcript.

## Academic Advancement

For academic advancement from year to year in good standing, it is not enough that the student merely pass all courses; in addition, he or she must maintain a quality standard that is computed from *quality points, Q.P.* The number of quality points earned by each grade is explained above (e.g., A earns 4 quality points; A- earns 3.67 quality points, etc.). To determine a weighted quality point average, the number of semester-hour credits is multiplied by the quality points earned and the total divided by the number of credits attempted.

For advancement in good standing from freshman to sophomore year, a student must have a weighted cumulative quality point average of 1.8; to advance to junior year a Q.P. average of 1.9; to senior year a Q.P. average of 2.0.

Students who do not meet the foregoing standards will be ineligible to continue study until they have raised their averages to the required level by approved summer study.

Students in the School of Nursing must meet University promotion policy requirements. In addition, to remain in the nursing major, students must meet promotion policy requirements established by the School of Nursing. These are available in the School of Nursing Office.

## Academic Probation

Any student whose Q.P. average for a single semester falls below 1.8 is considered to be on probation.

The purpose of academic probation is to alert the student and the institution to problems associated with the student's performance and to recommend or implement strategies to improve the student's level of academic achievement. The continuation of poor performance will result in the dismissal of the student.

## Eligibility for Non-Academic Activities

Students placed on probation will immediately lose the right to participate in extracurricular activities. An Administrative board will review information from residence halls, student services, activity coordinators or coaches and the appropriate dean and recommend strategies to support and monitor the student's performance in the next semester. Recommendations may include study skills assessment; change of residence hall; restrictions on intramural activities; and tutoring.

## Academic Failure

Students who incur an academic failure in any of the following classifications are liable to separation from the University:

1. A student who at the end of a semester is deficient in three or more courses.
2. A student who at the end of an academic year is deficient in three or more courses.
3. A student who fails to meet the weighted cumulative Quality Point Average required for advancement as noted above.
4. A student on probation for two consecutive semesters.

Those who are asked to withdraw from the University for academic failure will lose all entitlement to financial aid.

## Registration Requirement

All full-time undergraduate students must register for classes by December 1 for the following spring semester and by May 1 for the following fall semester.

If a student is not registered by these dates, the University will presume him or her to be withdrawn at the end of the current semester. At that time all residence hall and financial aid commitments will be terminated.

Requests for readmission must be directed to the Dean's Office of the School from which the student has been withdrawn.



## Readmission

A student who wishes to reenter the University must inform the dean of the appropriate academic unit in writing of his/her intention. The student's complete academic record will be forwarded to the administrative board with a recommendation for action from the dean. The administrative board will then decide on readmission and any attendant conditions regarding future requirements for academic performance and permission to participate in extracurricular activities. The decision of the administrative board can be appealed to the academic vice president with input from both the student and/or dean.

## Recommendations

Recommendations for graduate or professional schools may be sought from individual professors or a department chair. Students who are considering medical, dental, or allied health science careers must be recommended by the Health Sciences Committee.

## Dean's List

To qualify for the Dean's List, a student must have attained a semester Q.P. average of 3.50.

## Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit Honor Society, serves to reward and encourage scholarship, loyalty, and service to the ideals of Jesuit higher education. To be nominated for membership, undergraduate students must have scholastic rank in the top 15% of the members of their class, must have demonstrated a proven concern for others through involvement in extracurricular activities and service to the University, and must have manifested a true concern and commitment to the values and goals of the Society. The Fairfield chapter was reactivated in 1981 and includes outstanding seniors who are encouraged to promote service to the University and provide greater understanding of the Jesuit ideals of education within the University community.

## Degree Requirements

At the time of graduation, a student will normally have attained at least 120 credits, and at least 40 courses, but no simple accumulation of credits is prescribed to qualify for a degree at Fairfield. Rather the student is expected to have completed with success all of the assigned courses which constitute the curriculum of his or her choice.

A Q.P. average of 2.0 overall and in one's major is required for graduation.

Diplomas are awarded in January, May and August. All students who have been awarded diplomas within the year, are invited to participate in the May graduation ceremony.

Honors at graduation are awarded for the following weighted Q.P. averages computed for the four years' work:

Summa cum laude	3.85
Magna cum laude	3.70
Cum laude	3.50



## Transfer Credits for Matriculated Students

Any courses taken at another institution by matriculated students must be preapproved by the Dean of the student's school to be eligible for transfer credit. Only grades of "C" (2.00 quality points and a numerical equivalency of no lower than 73) or better will be considered for transfer. Both grades and credits are transferable, with the exception of abroad programs whereby only credits are transferable. Official transcripts should be forwarded to the Dean upon completion for approval. A minimum number of 60 Fairfield University credits are required towards the mandatory 120 or more credits for the Bachelor's degree.

## Academic Honesty

Fairfield University's primary purpose is the pursuit of academic excellence. Teaching and learning must occur in an atmosphere of mutual trust and respect. Such trust and respect can be developed and maintained only if truth and honesty prevail in the academic community. Moreover, it is the shared responsibility of all members of the University community to maintain this climate of honesty. Administrators, faculty, and students all benefit from the pursuit of academic excellence in an environment characterized by integrity, honesty, and mutual respect. Such community integrity is fundamental to, and an inherent part of, Jesuit education.

In keeping with this need for community integrity, students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University.

### *Acts of Dishonesty*

Students are sometimes unsure of what constitutes academic honesty. In all academic work, students are expected to submit materials that are their own. Examples of dishonest conduct include but are not limited to:

- cheating, i.e., copying examination answers from materials such as crib notes or another student's paper.
- collusion, i.e., working with another person or persons when independent work is prescribed.

- inappropriate use of notes.
- falsification or fabrication of an assigned project, data, results, or sources.
- giving, receiving, offering, or soliciting information in examinations.
- utilization of previously prepared materials in examinations, tests, or quizzes.
- destruction or alteration of the work of another student.
- the multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor.
- plagiarism, the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism.
- the unauthorized recording, sale, or use of lectures and other instructional materials.

In the event of such dishonesty, professors are to award a grade of zero for the project, paper or examination in question, and may record an "F" for the course itself. When appropriate, expulsion may be recommended. Moreover, a notation of the event is made in the student's file in the Academic Dean's office. Any faculty member encountering an academic offense such as, but not limited to, those listed above will file a written report with his or her Dean, indicating reasons for believing the student has committed an academic offense, and indicating the proposed academic sanction. The student will receive a copy. (If the student is in a school other than that of the faculty member, a copy will be sent to the Dean of the student's school.) The student may, within 30 days following receipt of the faculty member's letter, request that the Dean investigate the allegations and meet with the party (parties) involved. The Dean will issue a written determination within two weeks of the meeting, with copies to the student(s) and to the professor. If the student requests an appeal to the Academic Vice-Pres-



ident, an Academic Dishonesty Advisory Committee will be convened.

## Academic Grievance

The purpose of procedures for review of academic grievances is to protect the rights of students, faculty, and the University by providing mechanisms for equitable problem solving.

A "grievance" is defined as a complaint of unfair treatment for which a specific remedy is sought. It excludes circumstances which may give rise to a complaint for which explicit redress is neither called for nor sought, or for which other structures within the University serve as an agency for resolution.

Academic grievances either relate to procedural appeals or to academic competence appeals. Procedural appeals are defined as those seeking a remedy where no issue of the quality of the student's work is involved. For example, a student might contend that the professor failed to follow previously announced mechanisms of evaluation.

Academic competence appeals are defined as those seeking a remedy because the evaluation of the quality of a student's work in a course is disputed.

"Remedies" would include but not be limited to awarded grade changes, such as permission to take make-up examinations or to repeat courses without penalty.

The procedures defined here must be initiated within a reasonable period (usually a semester) after the event which is the subject of the grievance.

### *Informal Procedure*

Step one: The student attempts to resolve any academic grievance with the faculty member, Department Chair, or other individual or agency involved. If, following this initial attempt at resolution, the student remains convinced that a grievance exists, she/he advances to step two.

Step two: The student consults the Chair, or other individuals when appropriate, bringing written documentation of the process up to this point. If the student continues to assert that a grievance exists after attempted reconciliation, she/he advances to step three.

Step three: The student presents the grievance to the Dean of the involved school, bringing to this meeting documentation of steps one and two. If the Dean's attempts at mediation prove unsuccessful, the student is informed of the right to initiate formal review procedure.

### *Formal Procedure*

Step one: If the student still believes that the grievance remains unresolved following these informal procedures, she/he initiates the formal review procedure by making a written request for a formal hearing through the Dean to the Academic Vice-President. Such a request should define the grievance and be accompanied by documentation of completion of the informal process. It should also be accompanied by the Dean's opinion of the grievance.

Step two: The Academic Vice-President determines whether the grievance merits further attention. If not, the student is so informed. If so, the Academic Vice-President determines whether it is a procedural or competence appeal. If it relates to a procedural matter, she/he selects a Dean (other than the Dean of the involved school) to chair a Grievance Committee.

If it relates to an academic competence matter, the Academic Vice-President requests from the Dean involved the name of two outside experts to serve as a consultant panel in determining the merit of the student's grievance.

Step three: For procedural appeals, the Grievance Committee takes whatever steps are deemed appropriate to render a recommendation for resolving the grievance. The Committee adheres to due process procedures analogous to those in the Faculty Handbook.

For competence appeals, the Academic Vice-President contacts the outside panel members and requests that they review the case in relation to its content validity.

Step four: The recommendation from either the Grievance Committee or the panel is forwarded to the Academic Vice-President in written form, accompanied, if necessary, by any supporting data that formed the basis of the recommendation.

Step five: The Academic Vice-President renders a final and binding judgment, notifying all involved parties. If the grievance involves a dispute over a course grade given by a faculty



member, the Academic Vice-President is the only University official empowered to change that grade, and then only at the recommendation of the committee or panel.

## Attendance

*Class Attendance:* All students are expected to attend every scheduled class session. The impact of attendance on grading is specified in the syllabus. Unexcused absences by freshmen may be reported to the Dean of Freshmen; unexcused absences by other students may be reported to the appropriate academic dean.

*Absence from Examinations or Quizzes:* Unless there are serious reasons for absence on the day of an examination or quiz, a grade of zero will be awarded for the missed work. However, a student may be excused from an examination for reasons beyond his or her control. In such cases, a reasonable attempt should be made to notify the professor prior to the scheduled examination. At the request of the faculty member, a student who misses an examination due to illness must submit a written excuse from a private physician. If this student has been under the care of the University Health Services, he or she must sign a medical release form authorizing the Health Center to provide information to the appropriate faculty member. If the excuse is rejected by the faculty member, the student may appeal to his or her academic dean. Students should consult with the faculty member regarding the course makeup policy.

*Released Time:* A student participating in a university-sponsored event has the right to be excused without penalty or grade jeopardy from exams, student presentations, attendance and other classroom events during that time, provided the student makes up the required work in the fashion mutually agreed upon by the professor and the student.

Students participating in such university-sponsored events will be allowed to make up any major exams, tests, or quizzes which they miss in a course, when they are involved in a scheduled event, provided that participating students, or the faculty moderator, inform all their professors in writing at the beginning of the semester, or as soon thereafter as possible, once scheduling is confirmed.

University sponsored events covered by this policy are defined as follows:

1. Athletics
  - a. all varsity sporting events; to include post-season tournaments
  - b. all club sporting events
2. Others
  - a. concerts, plays or other group performances where the absence of a member would detract from the overall performance.

Not included in this policy are departmental clubs.

Students seeking employment should make every effort to arrange their job interviews around their class schedule. In the event that a conflict arises, the student is to notify the professor in advance.

## Withdrawal from University

Any student who withdraws voluntarily will be granted honorable dismissal only under the following conditions:

1. The student must not be already liable to dismissal for deficiencies, excessive absence, or misconduct.
2. The student must discuss intentions with the Dean of the school, and, if so instructed, must submit the request for withdrawal in writing from his or her parents or guardian.
3. The student must have settled all financial accounts with the University.

A student planning to withdraw should consult the Dean of his or her school, who will provide a form and directions that will clear his or her status with all interested offices.

Students granted honorable dismissal may request refund of tuition (but not of special fees) according to the schedule outlined in the University catalogue.

## Transcripts

Application for transcripts should be addressed to the University Registrar's office and should state the name and address of the official to whom the transcript is to be mailed. In accordance with the general practice of colleges and universities, complete official transcripts are sent directly by the University, not transmitted by the applicant. Transcripts will not be processed during examination and registration periods. Requests for transcripts should be made one week in advance of the date they are needed.

## Student Records

Under the Family Educational Rights and Privacy Act passed by Congress in 1974, legitimate access to student records has been defined. A student at Fairfield University has the right to see any records which directly pertain to the student. Excluded by statute from inspection is the parents' confidential statement given to the Financial Aid Office and medical records supplied by a physician.

A listing of records maintained, their location, and the means of reviewing them is available in the Office of Student Services. Information contained in student files is available to others using the guidelines below:

- a) Confirmation of directory information is available to recognized organizations and agencies. Such information includes name, date of birth, dates of attendance, address.
- b) Summary of behavioral records and copies of transcripts will be provided to anyone upon written request of the student. Cost of providing such information must be assumed by the student.
- c) All other information excluding medical records is available to staff members of the university on a need-to-know basis; i.e., prior to the release of additional information, a staff member must prove his or her need to know information to the office responsible for maintaining the records.

## Study Abroad — Educational Leave of Absence

Study at another institution will receive academic transfer credit only if a student is eligible and if the program has received advance approval from the student's Academic Dean.

To be considered eligible for such study, students must complete the Educational Leave of Absence form before March 1 for the fall semester or October 15 for the spring semester, have a Q.P.A. of 2.5 or above, and be in good academic standing for the semester immediately preceding their application.

Credit will be granted only for specific work successfully completed in educational programs whose quality has been approved by the University. Such programs will include those sponsored by other American institutions and endorsed by the issuance of their own transcripts. In special cases enrollment in foreign universities will be permitted, but students are warned that variations in calendar, method of grading, and form of transcript may limit the transfer of course work.

Students will see their Academic Dean on their return from an educational leave to report on their academic experience.

Fairfield University has a formal arrangement with the Rome Center of Loyola University of Chicago and with the International Student Exchange Program.

Fairfield offers several study opportunities abroad which are scheduled during recess periods or in the summer. A Summer Campus in Florence, Italy, conducted in affiliation with the Lorenzo de Medici Institute of Art and Language, gives Fairfield students a month-long living-learning experience. Fairfield faculty also conduct, for credit in various disciplines, educational tours of a shorter duration to China, England, France, Italy, and countries in Latin America. Announcements of these study tours are made through University publications in the course of the academic year.

It should be noted that students studying abroad for either one semester or an entire academic year lose their entitlement for institutionally administered financial aid for the period of time that they study abroad.





---

# THE CURRICULA

---

# The Curricula

## General Education Core Curriculum

The goal of a Fairfield education is to develop the whole person: an intellectual being who can think clearly, accurately, dispassionately; a social being who cares about others and takes one's place in the world with them; a physical being who knows the laws, limitations, and beauty of the natural world; a spiritual being who seeks to make one's life express the truths of religion and philosophy.

Because Fairfield believes that a liberal education can achieve this goal, the University has developed a general education core curriculum which all undergraduates must take to acquire a broad background in all academic areas. No matter what the student's major or field of specialization, during the years at Fairfield he or she will take from two to five courses in each of five areas.

Within the framework of these five areas, each student has a number of options so that fulfilling the requirement can become a stimulating and enjoyable experience while providing the breadth of knowledge necessary for further studies, and for life as a well-educated human being.

### Options within the Core Curriculum

#### *Area I: Mathematics and Natural Sciences*

- (1) 2 semesters of mathematics. At least one semester must include a course containing some calculus (MA 10, 19, 21, 25, or 171). A sophomore or upper division course may be used with approval of the department.
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

#### *Area II: History and Social Sciences*

- (1) 2 semesters of history. HI 30 plus one intermediate-level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).
- (2) 2 semesters in one or two of the social sciences.

**NOTE:** For majors in the social sciences, courses in the department in which they are majoring cannot be used to fulfill the social science requirement in the core.

#### *Area III: Philosophy, Religious Studies, and Applied Ethics*

- (1) 2 semesters of philosophy. PH 10 is required.
- (2) 2 semesters of religious studies. RS 10 is required.
- (3) 1 additional course in either philosophy, religious studies, or applied ethics.

#### *Area IV: English and Fine Arts*

- (1) 3 semesters of English. EN 11-12 are required. The third course may be selected from any of the English literature offerings which have a number designation of 200 or over. Writing courses (EN/W) do not fulfill the core literature requirement. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies.)
- (2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theatre history, or film history.

#### *Area V: Modern and Classical Languages*

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the Modern Languages Department or the Greek and Roman Studies Program.

## Electives

All students in B.A. programs must have a minimum of eight free electives; students in B.S. programs must have a minimum of four free electives, except in the School of Nursing where two are required. These electives may be chosen in any area of study, presuming prerequisites are met, and cannot be determined or required by any Department or School.



## University Course Numbering System

### *Undergraduate*

- 01- 99 Introductory courses
- 100-199 Intermediate courses without prerequisites
- 200-299 Intermediate courses with prerequisites
- 300-399 Advanced courses, normally limited to juniors and seniors and open to graduate students with permission

### *Graduate*

- 400-499 Graduate courses (open to undergraduate students with permission)
- 500-599 Graduate courses

## Choice of Curriculum

Descriptions of the various curricula will be found in the college and school sections and, where appropriate, under the discipline heading. It is to be noted that in each curriculum the proper work of the *major*, or field of specialization, is concentrated in the junior and senior years; where preparatory courses are needed, they are taken in the freshman and/or sophomore year. For the student who desires a curriculum involving an ordered sequence of courses (natural sciences, accounting, mathematics) the initial choice of program is advantageous; for the student who is not so determined, it should be noted the freshman and sophomore courses provide a solid basis and background for any subsequent decision to major in such areas as economics, English, history, and languages. Majors may be selected at the end of freshman year or during sophomore year.

The student fulfills the curriculum requirements that are in place at the time the student matriculates. Once new changes are in effect, students have the option of remaining with the requirements in effect at the time of their matriculation.

To change from one major to another in one's school requires completion of a "change of major" form. The form must be signed by the Chairperson/Coordinator of the major in which the student is currently enrolled, the Chairperson/Coordinator of the major which the student

desires and the dean of the school. The form is then forwarded to the University Registrar.

The following is a special course being offered to freshmen for the first time in 1990-91:

### **ID 99 Freshman Seminar: Critical Thinking through Writing**

Critical Thinking is an intellectual process through which the thinker tries to dip below the surface of a problem, concept or issue to examine the causes which answer the question *why*. Successful critical thinking usually leads to understanding and learning.

*3 semester hours*

## Honors Program

The Honors Program at Fairfield University offers the exceptional student a unique opportunity to participate in an interdisciplinary seminar, which integrates the depth of his or her field and the breadth of the many disciplines studied in the core curriculum. The Honors Program thus provides a context within which the student, working closely with several faculty members, may synthesize the aims of a liberal education.

Under the direction of two faculty members each semester, the seminar explores two historical periods from the diverse perspectives of the humanities and the natural and social sciences. These disciplines serve as lenses which focus the periods under consideration, forming thereby a comprehensive picture of these eras.

A theme pertinent to both historical periods unifies the year's study; the theme and historical periods addressed in the seminar change from year to year. In 1988-89, the theme was "Revolution: First and Third Worlds." In the first semester the focus of study was the French Revolution, the paradigm of other "first world" revolutions, and in the second semester the Chinese Revolution, both as a discrete phenomenon and as a point of comparison with other "third world" revolutions of the twentieth century. In 1989-90 the study was again of revolution; entitled "Revolution in the Americas," the seminar in the fall studied the Revolution in the Thirteen Colonies, its causes, conditions, and effects, and in the spring the tragic nature of revolution in Latin America. In 1990-91 the seminar will be entitled "The Rise and Fall of the Superpowers: the United States and the Soviet Union"; the particular focus for the fall

semester will be the emergence of the United States as a superpower and the post-Vietnam erosion of that status vis-à-vis the rest of the world; in the spring we will examine in a similar manner the ascendancy of the Soviet Union in the twentieth century and the subsequent failure of its economic system and the dissolution of its empire.

The Honors Program, in addition, sponsors attendance at cultural events in the New York — New Haven area such as theatre, ballet, opera, and museum exhibitions. Occasionally participants in the program, students and faculty, meet socially to discuss their shared interest in the seminar's subject matter.

Enrollment in the seminar is normally limited to 15 students. Students entering their third or fourth year who have attained a Q.P.A. of 3.5 or better may apply. In extraordinary circumstances the Honors Committee will consider the admission of students who do not meet the Q.P.A. requirement but who otherwise demonstrate exceptional intellectual promise. Applicants must submit to the Director a copy of their academic transcript and the names of two faculty referees who are familiar with their work. The Honors Committee will interview the applicants. All acceptances will be made by the Honors Committee.

The seminar meets twice a week. The first weekly session will be devoted to a formal lecture, delivered by Fairfield or visiting faculty; the second to substantive discussion of the lecture and readings.

A final grade, which carries nine credits, will be assigned at the end of the academic year. The grade for the six-credit seminar is determined by the four professors who teach in the program and reflects the student's entire work in the seminar. The remaining three credits are given for the major research project, which normally addresses issues during the periods under consideration which fall within the student's major discipline. Each student will choose an advisor from his or her major field of study who will act as a resource person for the research project and preside at the student's oral presentation to the seminar.

The student will receive a special honors designation on his or her academic transcript if the final grade for the seminar and independent project is B+ or better.

## Minors

In addition to carrying a major, a student may exercise the option of selecting a minor outside the area of specialization. A minor is a cluster of thematically related courses drawn from one or more departments, usually in the range of 15 to 18 credits. Students electing a minor are still required to fulfill the core requirement. Examples of minors available at Fairfield are International Relations, Latin American and Caribbean Studies, Faith, Peace and Justice Studies, and Applied Ethics. With appropriate consultation and advisement, students may develop minor programs suited to their needs.

Since the minor is considered to be a supplement to the student's major program of study, its completion in a given case may not have the same priority as that of a major. In order to select a minor, a student must fill out the appropriate form, and then have it approved by his/her School or Department and placed on file with the University Registrar. The completion of the minor is subject to the availability of the courses selected.

## Double Majors

A graduating student will be credited with a second major if he or she has successfully completed 24 upper division credits not already counted for the first major.

## Student Internships

### *Purpose*

The purpose of internship programs is to provide students with the opportunity of earning a maximum of six academic credits for experience in the public or private sector which has relevance to their academic major. It is expected that the internship will be mutually beneficial to both the students and the organization in which they are involved. As a cooperative effort, the internship experience should allow students an opportunity for the practical application of the principles and theories they are learning in their major field of study. The internship will not substitute for any other stated course(s) in the student's major field.



### *Eligibility*

1. Students may normally undertake an internship only after completion of the junior year of study.
2. Students must be in good academic standing as defined by the individual school in which they are pursuing their major.
3. Students must obtain approval to register for an internship from the designated faculty member or administrator in their Department or School, from whom they will receive more complete information on requirements and opportunities.

### **Writing Center**

The Writing Center provides individualized advice and assistance to all students for any writing project. English department faculty members consult with students, and provide free workshops. The Center helps students with course papers, case, field and lab studies, creative writing, professional and graduate school essays, resumés and any other writing students may pursue. Appointments are available days and evenings when classes are in session.

### **School of Business**

Programs leading to the Bachelor of Science degree are offered by the School of Business in five major areas: accounting, finance, information systems, management, and marketing. Minors are available to all students in the University in five areas: finance, information systems, management, marketing, and international business (offered jointly with the international relations minor of the College of Arts and Sciences). Building upon a strong foundation in the humanities, mathematics, social sciences, and natural sciences, students are provided with a general core of knowledge and skills to equip them to understand the modern organizational environment and to function effectively within it.

### **School of Nursing**

The School of Nursing offers a curriculum leading to the Bachelor of Science degree with a major in nursing. This curriculum is designed to provide the opportunity for qualified individuals to prepare for professional practice in beginning positions, to provide the foundation for continued formal study in nursing, and to enhance growth toward maturity as individuals, citizens, and professionals. Graduates of this program are eligible for examination for licensure as registered nurses.





---

# COLLEGE OF ARTS AND SCIENCES

---

*Opposite page: Dr. David C. Danahar, dean of the College of Arts and Sciences*



# College of Arts and Sciences

**Dean:** David C. Danahar

**Associate Dean:** Kurt C. Schlichting

## Degrees Offered

The College of Arts and Sciences, Fairfield's oldest and largest college, offers two degree programs: Bachelor of Arts and Bachelor of Science.

### Bachelor of Arts

*The Bachelor of Arts* is a liberal arts degree with emphasis on the humanities.

Major concentrations in the B.A. degree program include American studies, communication arts, economics, English, fine arts, history, modern languages (French, German, Spanish), philosophy, politics, psychology, religious studies, and sociology.

Students who have studied Latin in high school and who wish to continue their classical studies through two years of college may earn a *Bachelor of Arts with Classics* degree, even though they do not intend a classics major.

### Bachelor of Science

*The Bachelor of Science* is a liberal arts degree with an emphasis in the sciences.

Major concentrations in the B.S. degree program include biology, chemistry, engineering, mathematics, computer science, physics, and psychology. The concentration in biology provides well beyond the minimum requirements recommended by the Association of American Medical Colleges for admission to medical school.

Because the four-year programs for the B.S. degree depend upon the student's major concentration, these programs are shown under

the appropriate departmental listings which follow.

### Specialized Programs in the College of Arts and Sciences

In addition to the traditional major concentrations, the College of Arts and Sciences offers specialized programs and academic services. A partial list follows:

*Pre-Professional Programs:* Fairfield offers a challenging, competitive, and highly successful premedical/pre dental program. Students in this program pursue studies in a field of their personal interest while taking those courses necessary for admission to medical or dental school. The program is supervised by the Health Sciences Committee, an interdisciplinary group of faculty who serve as special advisors to these students.

Fairfield's pre-law program has been consistently successful over the past decade. Interested students are encouraged to take those courses in the liberal arts, business, and interdisciplinary areas which will develop the reading, writing, and analytical skills needed in law school. The program is closely supervised by faculty who serve as special advisors to pre-law students.

*Education:* Students who plan to teach in secondary schools will major in the discipline that they plan to teach and take the required education courses to qualify for certification as high school teachers.

*Cooperative Program in Engineering:* In cooperation with the University of Connecticut and Rensselaer Polytechnic Institute, Fairfield University provides a five-year engineering program that emphasizes both a liberal education and professional preparation. A student in this program interrelates the course sequences with three engineering courses in three years at Fairfield and completes the program with specialized engineering courses at the University of Connecticut or RPI. The program yields the Bachelor of Arts and Bachelor of Science in Engineering degrees.

*American Studies:* This is an interdisciplinary program that examines American civilization through a combination of courses in English, history, politics, philosophy, and sociology.

**Applied Ethics:** This is an interdisciplinary program in the several fields of applied, professional, and business ethics.

**Inter-Institutional Courses:** Under a reciprocal agreement, full-time students at the University of Bridgeport, Fairfield University, and Sacred Heart University may take certain courses at any one of the institutions without payment of any additional fees other than those paid the matriculating institution, providing:

1. The course is not currently offered by Fairfield University.
2. It is on an approved list indicating its availability to Fairfield University students.
3. The student has prior permission from his or her Dean to take the course.
4. Tuition commitments have been met in full at Fairfield University.
5. Students observe all regulations of the host institution.

**Study Abroad:** Qualified students are permitted to study abroad in a number of settings. Fairfield, in cooperation with Loyola University of Chicago, offers study abroad at the Loyola University Rome Center of Liberal Arts. A formal arrangement exists with the International Student Exchange Program and study is possible in approved programs conducted by other American universities. An advisor is available to provide information about these programs and to coordinate studies at Fairfield with programs abroad. Study Abroad is usually undertaken for either a semester or full year during the junior year. Approval of the Dean is required. Students must have a Q.P.A. of 2.5 or above, and must complete the Educational Leave of Absence Form before March 1 for the fall semester or October 15 for the spring semester. See section in this catalogue on academic leaves of absence, page 25.

**Internships:** Internships provide the opportunity for practical experience in a career field related to a student's major. Most departments of the College of Arts and Sciences — such as economics, politics, sociology, and fine arts — offer credit for internships in appropriate agencies and business firms. Majors who wish to take advantage of these opportunities should consult their department Chair.

**Minors:** In addition to the major, a number of departments in the college offer minor concen-

trations. These concentrations are developed under faculty supervision within the context of departmental requirements and offerings. Interdisciplinary minors are available in applied ethics, communication arts, faith, peace and justice studies, international relations, and Latin American and Caribbean studies. For further information, contact the department Chair or Program Director.

**Honors Program:** The College of Arts and Sciences participates in the University Honors Program (described earlier under "Curricula") for those undergraduates who have distinguished themselves in their studies. Eligible students choosing to pursue honors designation are required to conduct a research project under the supervision of a faculty member. Students are also required to meet twice weekly in an interdisciplinary seminar. Successful completion of the Honors Program is recorded on the graduating student's transcript.

**Double Majors:** Students enrolled in the College of Arts and Sciences, and maintaining a satisfactory academic average, may elect to pursue a double major prior to the conclusion of their sophomore year. A specific program of study must be proposed which will satisfy the requirements of both majors as well as all core requirements. Written approval must be obtained from the Chairs of the departments in question and from the Dean. Upon successful completion of the proposed course of study, a double major will be indicated on the student's transcript. A graduating student will be credited with a second major if he or she has successfully completed 24 upper division credits not already counted for the first major.



## Departmental Requirements and Options

Each department or program in the College of Arts and Sciences has specific academic requirements and options for earning a degree in its academic field. Listed alphabetically on subsequent pages by department or program, those requirements and options are:

### Bachelor of Arts

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
English: EN 11-12	3	3
History: HI 30 plus one intermediate-level course	3	3
Foreign Language	3	3
Philosophy — Religious Studies	3	3
Mathematics	3	3
<b>Sophomore Year</b>		
Philosophy — Religious Studies	3	3
English — Religious Studies or Philosophy	3	3
Major	3	3
Fine Arts — Elective	3	3
Elective (or language)	3	3
<b>Junior Year</b>		
Science	3	3
Major (four courses)	6	6
Social Science elective	3	3
Elective	3	3
<b>Senior Year</b>		
Major (four courses)	6	6
Fine Arts — Elective	3	3
Electives (four courses)	6	6

### Bachelor of Arts with Classics

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Latin	3	3
Greek	3	3
English: EN 11-12	3	3
Philosophy: 10	3	3
Religious Studies (RS 10-Option)	3	3
<b>Sophomore Year</b>		
Latin	3	3
Greek	3	3
Philosophy or Religious Studies — Elective	3	3
Major	3	3
Electives	3	3
<b>Junior Year</b>		
Science	3	3
Major (four courses)	6	6
Social Science Elective	3	3
Electives	3	3
<b>Senior Year</b>		
Major (four courses)	6	6
Electives (six courses)	9	9

*NOTE: Four semester courses will be chosen as electives from history, language, or fine arts.*



Program in

## American Studies

**Director:** O'Connor

**Departmental Coordinators:** Anderson (*Sociology*), Benney (*Religious Studies*), M. Grossman (*Philosophy*), O. Grossman (*Fine Arts*), Kazura (*History*), N. Rinaldi (*English*)

The American Studies program provides the student with an interdisciplinary curriculum devoted to the examination of American civilization — its culture, institutions, intellectual tradition, and the relationships of its people. Such a course of study makes possible a unified and comprehensive approach to American life and thought. Besides the thematic unity implicit in such a course of studies, the student will be exposed to the methodological differences which characterize the traditional scholarly disciplines as they deal with the infinite complexities of the American experience.

Requirements for a 30-credit major in American Studies are:

- 12 credits in discipline concentration. The student may concentrate in one of the following: history, literature, philosophy, political science, or sociology.
- 12 credits to be selected from American-oriented courses in disciplines other than the discipline concentration. The student must select at least three different disciplines.
- 3 credits. Research/Theme Course. Senior year.
- 3 credits. American Intellectual Tradition. Senior year.

A minor in American Studies requires a total of 18 credits distributed as follows:

1. AS 201. The American Intellectual Tradition. Required 3 credit course.
2. Three American Studies elective courses in one of the following disciplines — American Literature, Fine Arts, History, Politics, or Sociology.
3. Two American Studies elective courses outside of concentration.

## Courses Available for the American Studies Major

### American Studies

AS 102	Literature and Painting: The American Tradition
AS 121	Business in America: A Cultural Historical Perspective
AS 125	American Labor: Image and Reality
AS 127	America in Film
AS 130	Artist in America
AS 189	Literature and Religion: The American Experience
AS 201	The American Intellectual Tradition
AS 300	Independent Research Project

### Fine Arts

FA 104	American Drama
FA 149	American Architecture
FA 152	American Art: Colonial/Early Republic
FA 153	American Art: 19th and 20th Centuries
FA 186	Popular Music in America
FA 187	American Music

### History

HI 242	American Immigrant History
HI 250	American Diplomatic History I, 1880-1940
HI 251	American Diplomatic History II, 1940-1980
HI 253	Origins of the United States, 1607-1789
HI 256	Utopianism in American History
HI 331	Era of the American Revolution
HI 332	Jeffersonian and Jacksonian America, 1800-1850
HI 336	Civil War and Reconstruction
HI 339	Early Twentieth Century America, 1900-1933
HI 340	Mid-Twentieth Century America, 1930-1960
HI 341	Social History of the U.S. I
HI 342	Social History of the U.S. II
HI 354	American Military History

## Literature

- EN 380 Colonial American Literature
- EN 381 American Romanticism
- EN 382 American Literature, 1865-1920
- EN 383 American Literature, 1920-1950
- EN 384 American Literature, 1950-Present
- EN 387 American Novel
- EN 389 Literature and Religion: The American Experience
- EN 391 Myth in American Literature

## Philosophy

- PH 294 American Philosophy
- PH 397 Social and Business Ethics

## Political Science

- PO 116 Utopian Politics
- PO 118 American Political Thought
- PO 148 U.S. Foreign Policy
- PO 150 Urban Politics
- PO 166 Private Power and Public Policy
- PO 168 Politics and Mass Popular Culture
- PO 169 American Campaign Techniques
- PO 252 Democracy and Political Change

## Religious Studies

- RS 138 American Catholic Theologians
- RS 193 Religious Freedom and the Supreme Court

RS 240/

- SO 151 Sociology of Religion

## Sociology

- SO 112 American Society
- SO 142 Race and Ethnic Relations
- SO 152 Medical Sociology
- SO 153 Business and Society
- SO 154 Sociology of Sport
- SO 161 Urban/Suburban Sociology
- SO 171 Sociology of Law
- SO 173 Criminology

Note: Course descriptions for the above may be found in the departmental course listings.

## AS 102 Literature and Painting: The American Tradition

This team-taught course explores the symbiotic relationship of writers and painters throughout American cultural history. The course surveys the major art movements from colonial through post-modern to investigate how the matter and style of artists frequently converge in different forms of literature and painting.

3 semester hours

## AS 121 Business in America: A Cultural Historical Perspective

This course will examine the evolution of America from an agrarian to an industrial society. The topics covered include: the philosophical assumptions of capitalism, the progressive economic stages of capitalism, the myth and reality of the entrepreneurial age, the rise of bureaucracies, and the technological revolution. These topics will be viewed from the diverse perspectives of poets, economists, sociologists, novelists, theologians, and dramatists.

3 semester hours

## AS 125 American Labor: Image and Reality

This course employs an historical mode in its investigation of the American labor movement. Through the years, American working men and women have adjusted to the changing economic environment. This course will focus upon the emergence of trade unionism and the concept of collective bargaining as protective devices employed by the working force in an industrial and bureaucratic environment. Besides tracing the evolution of trade unionism, the course will also explore the impact of various media in shaping attitudes toward trade unionism.

3 semester hours

## AS 127 America in Film

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics to be analyzed include: history in film, sexual role playing, social class and institutions, and the religious assumptions implicit in American films.

3 semester hours

## AS 130 Artist in America

This team-taught course will survey the relationship between various artistic forms in the American experience. The methodology will be interdisciplinary in the examination of the social and cultural milieu which has shaped the artist and his or her themes. Some of the specific subjects to be covered include: "The Tension Between Popular and 'Serious' Music," "Literature and Painting," "The Role of Cultural Dictators," "Jazz: A Native Art Form," "The Poet in a Mass Society," and "Film: A Collaborative and Popular Art."

3 semester hours

**AS 189 Literature and Religion: The American Experience**

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religioethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions. *3 semester hours*

**AS 201 The American Intellectual Tradition**

This course is a seminar on major ideas and themes which have helped shape American life. A conscious effort is made to demonstrate the interaction between intellectual, social, and cultural dynamics in the formation of America. *3 semester hours*

**AS 300 Independent Research Project**

During senior year, each American Studies major writes a research paper under the supervision of several participating faculty members. Students are encouraged to integrate different intellectual disciplines in the design and realization of their project. *3 semester hours*

**Program in****Applied Ethics**

**Director:** L. Newton

**Liaison Faculty:** Burns, Lakeland (*Religious Studies*); Carr, L. Newton (*Philosophy*); Bongiorno, Ross (*Biology*); Dillingham, Hefti, V. Newton (*Physics*); Cassidy, A. Katz, Orman, (*Politics*); L. Katz, Ryba, Schmidt, Webber (*Business*); Obrig (*Nursing*).

The Program in Applied Ethics is an integrated set of team-taught interdisciplinary courses, seminars, lectures, colloquia, and workshops in the fields of business ethics, ethics of health care, ethics of science, ethics in law, environmental ethics, and ethics in government. Its unified approach to the theory and practice of ethical conduct is designed to raise the student's level of awareness of the moral dilemmas of his or her chosen field of practice, of allied fields, and of the society as a whole. The program, which received its initial impetus from a grant from the National Endowment for the Humanities, now offers a series of core-level and elective courses and seminars, and a 15-credit minor. The Program in Environmental Studies is a concentration in the Program in Applied Ethics.

Requirements for a minor in applied ethics:

1. Core credits in Area III should include a philosophy course that emphasizes ethics, a religious studies course that emphasizes moral theology, and one intermediate level (200) course in applied ethics.
2. Beyond the core, courses should include:
  - a. 6-9 credits in intermediate AE courses (AE 281 through AE 296)
  - b. 6-9 credits in advanced AE seminars (AE 391 through AE 398)
3. Substitutions are possible as approved by the Program Director.

*Prerequisites for the Applied Ethics curriculum offering:*

AE courses are normally taken to fulfill the fifth core requirement in Area III, Philosophy, Religious Studies and Applied Ethics. One course in Philosophy and one course in Religious Studies must have been completed for enrollment in any AE 200 course; two courses in



each must have been completed for enrollment in any AE 300 seminar.

#### **AE 281 Ethics of Communications in Business and the Media**

An inquiry into the moral dilemmas of media management and corporate communication. Topics include advertising and marketing practices, especially political advocacy and messages targeted to vulnerable audiences, truth and loyalty in public relations practices, the philosophical and constitutional bases of freedom of the press, and problems of systematic media bias.

*3 semester hours*

#### **AE 282 Ethics and the Computer**

An inquiry into the legal and ethical dilemmas spawned by the proliferation of computers and computer-dependent technology in our society. Topics include the right of privacy, the centralization of power, the impact on employment, computer crime, patents, property and liability, dreams of Utopia, realities of interaction between human and machine, and the possibilities of artificial intelligence.

*3 semester hours*

#### **AE 284 Ethics, the Environment, and Corporate Policy**

A survey of the current problems in reconciling the demands of economic activity and the requirements of ecological balance. Approaches that stress cooperation between business and environmental protection are employed to deal with issues of the wise use of resources, pollution of land, air, and water, conservation of species and open space, and global climatic change.

*3 semester hours*

#### **AE 285 Ethics of Health Care**

An inquiry into the moral dilemmas of the health care setting. Among the topics considered are patients' rights ("paternalism"; informed consent to therapy and participation in research); dilemmas of life and death (euthanasia, abortion, care for the dying); allocation of health-care resources; special dilemmas of health-care professionals.

*3 semester hours*

#### **AE 286 Ethics of Research and Technology**

An exploration of the moral dilemmas that attend the search for application of scientific knowledge. Topics considered will include the methods of science and their limits (e.g., in research with human subjects), data-faking and other fraud, the effects of rapidly expanding fields of technology on medicine and industry, environmental impact and ecological boundaries.

*3 semester hours*

#### **AE 290 Ethics in America: The Telecourse**

A survey of ethics in which televised discussions of selected topics in Applied Ethics (Ethics in Government, Ethics in the Military, Medical Ethics, Business Ethics, etc.) are instrumental in illustrating the basic concepts of the Western tradition in ethical reasoning (Autonomy, Justice, Privacy, Community, etc.). The discussions feature influential public figures in each field, readings include many of the most important writings in the history of ethics. Format: lecture-discussion, with video presentations offered via VHS in class.

*3 semester hours*

#### **AE 291 Ethics in Business Management**

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistleblowing and company loyalty; regulation, self and government; the logic and future of capitalism.

*3 semester hours*

#### **AE 293 Ethics of War, Peace, and the American Economy**

A survey of ethical issues that attend policymaking in the area of international conflict and national preparedness. Special emphasis is placed on the dilemmas confronting the defense industry when defense policy is controversial and procurement policy is subject to public criticism. Topics include Just War theory, the morality of deterrence, the place of private enterprise in public defense, *Pacem in Terris*.

*3 semester hours*

#### **AE 294 Ethics in Media and Politics**

An explanation of the ethical dimensions of the complex relationship between the media and the political process. Topics include the social structuring of reality, the creation and projection of political images, the law of libel vs. the duty to expose wrongdoing, media events and media intervention, media bias and economic pressures for conventional judgment.

*3 semester hours*

#### **AE 295 Ethics in Law and Society**

An inquiry into the ethical dilemmas of making, enforcing, adjudicating, obeying, and practicing the law. Topics include the nature of law and the province of jurisprudence, legal and moral responsibility, conscientious objection, socialization of lawyers, comparative law, and the limits of adjudication.

*3 semester hours*

#### **AE 296 Ethics in Government**

An investigation of the moral dilemmas pertaining to governing and being governed. Topics include corruption in government, official secrecy and presidential deception, lawbreaking by lawmakers; war, peace, revolution, and the moral principles that govern them; preservation of environment and regulation of industry.

*3 semester hours*

**AE 391 Seminar in Business Ethics**

An investigation of ethical dilemmas of business management, primarily as encountered in real cases. Themes vary from year to year, and have included corporate excellence; relations with the Third World; communication, advertising and public image; balancing economics and the environment. Format: guest presentations by members of the business community, discussion. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 393 Seminar in War, Peace, and Public Policy**

An inquiry into the philosophical, political, and religious aspects of war and peace. Topics include the origin and development of just war theory, the pacifist tradition, and military preparedness. The focus will be on the increased complexity of the issues in the 20th century and especially in the nuclear age. Discussion format. Open to juniors and seniors by permission of Coordinator. *3 semester hours*

**AE 395 Seminar in Legal Ethics**

An investigation of the peculiar ethical dilemmas confronting lawyers: confidentiality, protection of the guilty, roles in public policy, conflict of interest, and, in general, responsibility for the functioning of the adversary system. Format: discussion. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 396 Seminar in Ethics and Government**

An inquiry into the dilemmas of lawmaking and governing: principles, tradeoffs and compromises; "dirty hands" and the relation between government and the individual; international politics, presidential secrecy, covert action, and political trust. Format: discussion. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 397 Seminar in Bioethics: Life and Death**

An intensive study of selected problems in the ethics of medicine and health care practice, including abortion, euthanasia, pre-natal diagnosis, reproductive engineering and surrogate motherhood, and treatment decisions for very ill newborns. Format: student and guest presentations. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**AE 398 Seminar in Bioethics: Professional Responsibility**

An intensive study of selected problems in the ethics, law, and public policy surrounding health care, especially in the United States. Topics include research with human subjects, the professional-patient relationship, allocation of scarce resources and cost containment. Format: student and guest presentations. Open to juniors and seniors with permission of Coordinator. *3 semester hours*

**Art**

(See *Fine Arts*)

---

**Program in  
Asian Studies**


---

**Director:** A. Katz

**Liaison Faculty:** Davidson (*Religious Studies*), DeAngelis (*History*), A. Katz (*Politics*), Tong (*Philosophy*)

The Asian Studies program focuses on a region that is home to half of the world's population but that nevertheless remains mysterious, exotic, and, above all, "inscrutable" to most people. The importance of Asia in the world political and economic system, and particularly its growing impact on the United States, demand a firm understanding of the history, cultures, politics, and economics of the Asian countries. No student, regardless of his or her chosen major or profession, will be unaffected by past, present, and future events and developments in Asia.

Combined with a major in a regular discipline, the Asian Studies minor prepares the student for a career in international business or banking, journalism, teaching, the United States government, or in international organizations, or for further studies in graduate or professional school.

A minor in Asian Studies requires a total of 15 credits distributed as follows:

1. ID 90 Introduction to Asian Studies.
2. One course in Philosophy or Religious Studies and one course in Economics, History, or Politics, both to be selected from the course offerings listed below.
3. Any two other courses listed below.

No course may be used to fulfill the requirements of both the student's major and the Asian Studies minor.

## Courses Available for the Asian Studies Minor

### ID 90 Introduction to Asian Studies (*offered alternate years*)

This interdisciplinary course will focus on the common characteristics and problems of contemporary Asian societies. The course will study Asian societies by analyzing the impact of geography, religion, philosophy, economics, politics, and the historical experiences of the nations of East, South, and Southeast Asia. The course will conclude with an examination of the impact of such factors as political ideology, modernization, and the world economy on contemporary Asian societies.

*3 semester hours*

### Economics

EC 237 The Asian Economies

EC 298 Independent Study\*

### History

HI 282 Social and Cultural History of China and Japan

HI 283 Modern China and Japan

HI 363 China in Revolution

HI 364 Tradition, Nationalism, and

Communism in Southeast Asia

HI 399 Independent Study\*

### Interdisciplinary Studies

ID 90 Introduction to Asian Studies

### Philosophy

PH 233 Introduction to Oriental Philosophy

PH 298 Senior Essay\*

### Politics

PO 145 The Major Powers of Asia

PO 146 Vietnam and the American

### Experience

PO 246 Seminar on China

PO 298 Senior Independent Research\*

### Religious Studies

RS 187 Hinduism

RS 188 Buddhism

RS 191 Religions of China and Japan

RS 260 Religious Studies Seminar:

Gandhi

RS 301 Independent Study\*

*\*May be taken with the approval of the appropriate department and in consultation with the Asian Studies Program faculty. No student may satisfy the requirements of the minor by taking more than one independent study course.*

## Department of

## Biology

**Professors:** Braun, Brousseau, Rice, Ross

**Associate Professors:** Bongiorno (Chair), Poincelot

**Assistant Professors:** M. Barone, V. Hodgkinson

The Biology curriculum seeks to prepare students for future professional work in the life and health sciences. During the first two years of the program, the Department requires General Biology I and II (BI 91, BI 92), Genetics (BI 221), Ecology (BI 260) and two semesters each of inorganic chemistry, organic chemistry, general physics, and calculus. During the last two years, a minimum of four additional courses within the department are required. These are to be selected from four blocks of courses, which represent basic areas of biology. One elective from each of the following blocks is required.

**Molecular Biology:** Microbiology (BI 252), Molecular Biology: The Nucleus (BI 254), Molecular Biology: Cytoplasmic Organelles (BI 255), Immunology (BI 256), General Virology (BI 257).

**Morphological & Developmental Biology:** Comparative Anatomy (BI 202), Histology (BI 231), Embryology (BI 242).

**Organismal Biology:** Marine Invertebrate Zoology (BI 262), Coral Reef Ecology (BI 263), Ornithology (BI 264), Entomology (BI 265), Animal Behavior (BI 267), Plant Biology: Evolution, Diversity, and Use (BI 268), Plant Biology: Structure, Development, and Environment (BI 269).

**Physiological Biology:** Cell Physiology (BI 211), Mammalian Physiology (BI 212), Endocrinology (BI 213), Nutrition and Metabolism (BI 217).



The choice of block electives will vary according to the student's career objective and interest. Choices should be made after consultation with appropriate advisors within the Department. This would complete the Department's minimal requirement for the B.S. degree and be sufficient to produce a professional biologist. The student has four electives beyond this point, which can be additional block electives and/or advanced electives within the Department, or electives outside the Department. The elective portion of the program is, therefore, subject to individual modification based on the student's career interest and faculty consultation. Thus, students interested in molecular biology may take an advanced course in molecular biology; or those interested in medical or dental schools may enroll in physical and quantitative inorganic analysis as part of a chemistry minor; or students interested in neurobiology may pursue a double major in biology and psychology. Similar arrangements can be made for those interested in forensic or environmental law, biomathematics, biophysics, biocommunications, and other areas.

The research interests of the faculty provide the opportunity for qualified seniors to participate in either laboratory or library investigations

under the guidance of a professor in the student's chosen area of interest. Internships at off-campus institutions can also be arranged for qualified juniors and seniors. Thus, emphasis on the individual is found not only in the elective program but also in independent study. The biology department also offers two concentrations beyond the normal biology major. One is in marine science and the other in molecular biology. Both require a minimum of four courses in the area of specialization. The special requirements of each concentration are as follows:

*Biology Major with a Concentration in Marine Science.* The student will be required to take four courses: Introduction to Marine Science (BI 78), Marine Invertebrate Zoology (BI 262), Coral Reef Ecology (BI 263), and Marine Research (BI 298). One of the four courses may be used to satisfy the Organismal Biology block requirement. Arrangements can be made for the substitution of a marine internship (BI 397-398). An exchange program can be arranged for students interested in tropical marine biology. Interested students should consult with Dr. Diane Brousseau.



*Biology Major with a Concentration in Molecular Biology.* The student will be required to take four courses from the following group: Cell Physiology (BI 211), Microbiology (BI 252), Molecular Biology: The Nucleus (BI 254), Molecular Biology: Cytoplasmic Organelles (BI 255), Immunology (BI 256) and General Virology (BI 257). One of the courses in the BI 252 and 257 group may be used to satisfy the Molecular Biology block requirement. Interested students should consult with Dr. Phyllis Braun.

Students can pursue the following advanced education or careers upon graduation with a biology major.

*Allied Health School*

Chiropractic  
Epidemiology  
Mortuary Science  
Naturopathy  
Nutrition  
Optometry  
Osteopathy  
Physiotherapy  
Public Health  
Podiatry

*Business* (hospital administration, pharmaceuticals)

*Dental School*

*Graduate School*

Animal Science  
Biochemistry  
Biocommunications  
Biomathematics  
Biomedical Engineering  
Biophysics  
Ecology  
Genetics & Developmental Biology  
Marine Biology  
Microbiology  
Molecular Biology  
Natural History  
Neurobiology  
Physiology  
Plant Science

*Law School* (Forensic or Environmental Law)

*Local, State, and Federal Government* (positions requiring a knowledge of biology)

*Medical School*

*Veterinary School*

## Bachelor of Science

*(Major in Biology)*

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Biology (BI 91-92)	4	4
Chemistry (CH 11-12)	4	4
Mathematics (MA 21-22)	3	3
Philosophy — Religious Studies	3	3
Foreign Language	3	3
<b>Sophomore Year</b>		
Chemistry (CH 211-212)	5	5
Physics (PS 83-84)	4	4
Biology (BI 221-260)	3	4
English (EN 11-12)	3	3
Philosophy — Religious Studies	3	3
<b>Junior Year</b>		
Biology — Block Elective	4	4
English — Philosophy or Religious Studies	3	3
Social Studies Electives	3	3
Electives	6	6
<b>Senior Year</b>		
Biology — Block Elective	3	3
History (HI 30 plus one intermediate-level course)	3	3
Fine Arts — Elective	3	3
Electives	6	6

*(Minor in Biology)*

A minor in biology requires completion of:

- BI 83-84 or BI 91-92 and
- Any three biology courses which carry course numbers of 100 or greater.

### BI 15 General Biology I

An introduction to the study of biology for the nonscience major. The purpose of the course is to familiarize the student with the general biological principles that govern the activities of all living systems. Concepts such as the biochemical origin of life, cellular morphology and physiology, and human genetics are presented. 3 lecture-demonstration periods. *3 semester hours*

### BI 16 General Biology II

Biological systems will be studied in detail, such as the human organism with emphasis on pathophysiology; diversity of life; and evolution. Emphasis will be determined by instructor. 3 lectures. *3 semester hours*

**BI 70 Science, Technology and Society**

This course analyzes the major issues of science and technology that confront today's society. An understanding of these issues will be achieved through examination of the underlying science. The issue's impact upon the environment, natural resources, and society will be explored. Expectations in terms of benefits and hazards will be covered. The thrust of this course will be understanding through asking the right questions. Issues will be ongoing and subject to change. Current topics include acid rain, agriculture, disease (AIDS, cancer, and heart), energy, genetic engineering, greenhouse effect, ozone depletion, and water. 3 lectures.

*3 semester hours.*

**BI 72 Horticulture**

An understanding of horticulture for nonscience majors will be achieved through the examination of basic horticultural science, practice, and plant material. The science aspect will cover nomenclature, plant parts, basic processes, and plant development as influenced by the environment. Practices will include propagation, management of the indoor and outdoor environments, and cultural needs. Plant materials covered will include ornamental plants (flowers, shrubs, trees, lawns, greenhouse and house plants), vegetables, fruits, nuts, and herbs. 3 lectures.

*3 semester hours*

**BI 73 Agriculture and Food in the United States**

This course will introduce the nonscience major to the current problems of resource use, especially overuse and abuse, found with current agricultural and food production in the United States. Energy usage for crops and animal production through final food products will be examined. Problems with soil and water resources and the environmental stress caused by agricultural practices will be discussed. Current and future technological changes needed to assure the sustainability of American agricultural and food production will be a central theme. The consequences of not correcting the existing problems will be investigated. 3 lectures.

*3 semester hours*

**BI 75 Ecology and Society**

Students will examine the available scientific evidence, and then be encouraged to draw their own conclusions concerning environmentally sensitive issues. These issues will be covered through lectures, readings, films, and occasional offcampus field trips (by arrangement). Areas of concern will include environmental issues raised by modern society's conflicting needs for land, water, a livable environment, and renewable/nonrenewable resources. This course is open to all except biology majors. 3 lectures.

*3 semester hours*

**BI 76 Human Heredity**

A course designed to introduce the nonscience major to the principles of human inheritance. The mechanism of gamete formation and the chromosomal and biochemical basis of heredity are discussed along with their effects upon changes in the phenotype. An introduction to population genetics, race formation, and eugenics is presented. 3 lectures.

*3 semester hours*

**BI 77 Human Embryology: Introduction to Human Development; The Anatomy and Physiology of the Reproduction System**

Gamete formation will be discussed along with cleavage, gastrulation and the formation of the organ systems. Laboratory demonstrations will be provided via closed circuit TV.

*3 semester hours*

**BI 78 Introduction to Marine Science**

A course designed to introduce the nonscience major and the beginning biology major to the field of oceanography. Consideration will be given to the physical, chemical, geological, and biological aspects of the world's oceans with special emphasis on marine habitats and the organisms living in them. 3 lecture hours.

*3 semester hours*

**BI 83 Fundamental Concepts in Biology**

A course for psychology majors. A study of biological molecules; the structure, function, and reproduction of the cell; energy transformations; patterns of inheritance; the nature of the gene and its action; development; the origin of life and evolution through natural selection. 3 lectures, 1 laboratory.

*4 semester hours*

**BI 84 Fundamental Concepts in Biology**

A continuation of BI 83 including: a survey of vertebrate anatomy and physiology, animal behavior and ecology. 3 lectures, 1 laboratory.

*4 semester hours*

**BI 91-92 General Biology (Majors)**

An introduction to biology for the biology major. The course covers the classification and phylogenetic survey of the plant, animal, and other biological kingdoms. An examination of the cytology, anatomy, physiology, and development of representative organisms in each kingdom is considered. 3 lectures, 1 laboratory period.

*4 semester hours*



**BI 107-108 Human Anatomy and Physiology**

This course is recommended for students of nursing education, and liberal arts. It is designed to give familiarity with the anatomy and physiology of body processes with special emphasis on the practical aspects of circulation, respiration, digestion, reproduction, the glands of internal secretion, and including techniques for measuring blood pressure, blood typing, and others. 3 lectures, 1 laboratory period. Biology majors can take this two-semester course, which can be used to satisfy one block, either the morphological and developmental or physiological block.

*8 semester hours*

**BI 151 Elements of Microbiology**

A course in microbiology for nursing students and future health care professionals. Topics presented include the structure and function of bacteria, viruses, yeasts, molds, antibiotics, and bacterial genetics. Also, mechanisms of microbial invasion and the body's immunological response are examined. 3 lectures, 1 laboratory.

*4 semester hours*

**BI 202 Comparative Anatomy of Chordates**

A detailed and systematic study of the chordate skeletal, integumentary, muscular, respiratory, urogenital, nervous, and endocrine systems with special emphasis on the anatomy of a mammal as compared with the anatomy of the other classes of chordates. 2 lectures, 2 laboratory periods. Prerequisites: BI 91-92.

*4 semester hours*

**BI 203 Statistics for the Life Sciences**

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance, including the t-test, Chi Squared, ANOVA, and non-parametric statistics. The laboratory is designed to complement the course by giving students supervised computation and problemsolving exercises with calculator and computer.

*4 semester hours*

**BI 211 Cell Physiology**

A study of life at the cellular level. The physicochemical nature of the function and integration of the ultrastructure components of procaryotic and eucaryotic cells are considered. Included is a treatment of the current aspects of the generation and storage of chemical energy by cells as well as the composition, structure and assembly of biological membranes and their role in internal regulation as influenced by external agents. The laboratory emphasis is on techniques in cell physiology and the identification of biochemical substances. 3 lectures, 1 laboratory. Prerequisites: BI 91-92; CH 11-12, 211-212.

*4 semester hours*

**BI 212 Mammalian Physiology**

A consideration of homeokinesis in the mammalian organism studied by means of a comprehensive survey of the morphology and physiology of the organ systems of the human body. 3 lectures, 1 laboratory. Prerequisites: BI 91-92; CH 11-12, 211-212. *4 semester hours*

**BI 213 Endocrinology**

A study of the glands of internal secretion, their location, anatomy, and function. The nature of their secretions and importance in the regulation of body functions will be discussed. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212. *3 semester hours*

**BI 217 Nutrition and Metabolism**

A consideration of the roles of carbohydrates, lipids, protein, vitamins, minerals and water in mammalian nutrition. The physiology of animal digestion, absorption, and intermediary metabolism will be examined in relation to nutritional needs and energy balance. Recent developments in the application of nutritional findings to metabolic disorders such as diabetes, heart disease, and neurochemical deficits will be treated and evaluated in relation to the principles of animal nutrition. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212.

*3 semester hours*

**BI 221 Genetics**

A study of the principles of Mendelian inheritance and modern theories of heredity; and an introduction to experimental, biometrical, and cytological methods. Whenever possible, examples illustrate the practical applications of the fundamental laws of inheritance in the breeding of plants and animals and in human heredity. 3 lectures. Prerequisites: BI 91-92.

*3 semester hours*

**BI 231 Histology**

A study of the microscopic anatomy of vertebrate animals; the morphology of cells and their combinations in the various tissues and organs of the body. The structure of cells, tissues, and organs is constantly related to their functions in the different vital processes, and to the participation of the fundamental tissues in the formation of organs and systems of organs. 2 lectures, 2 laboratory periods. Prerequisites: BI 91-92.

*4 semester hours*

**BI 242 Vertebrate Embryology**

A course in vertebrate development anatomy; the morphology and physiology of the reproductive organs, gametogenesis, segmentation, gastrulation, and the formation of the primary germ layers; a detailed study of the chick embryo from the primitive streak to the establishment of the organs and systems and a consideration of the 10 mm pig embryo. 2 lectures, 2 laboratory periods. Prerequisites: BI 91-92.

*4 semester hours*

**BI 252 Microbiology**

A study of the morphology, physiology, and genetics of microorganisms. Nutritional requirements, enumeration methods, and biochemical characteristics are among the topics presented in the laboratory sessions. 3 lectures, 1 laboratory. Prerequisites: BI 91-92, CH 211-212. 4 semester hours

**BI 254 Molecular Biology: The Nucleus**

An introduction to molecular biology. This course examines protein structure, DNA structure, RNA structure, the role of DNA and RNA in protein synthesis and the replication and repair of DNA and RNA in eucaryotic and procaryotic cells. The effects of mutations will be related to DNA, RNA, and proteins. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212. 3 semester hours

**BI 255 Molecular Biology: Cytoplasmic Organelles**

This course will discuss instrumental analysis of biological structures and cover such topics as the cell membrane and permeability, cytoskeleton and cell motility, the endoplasmic reticulum and golgi complex with regard to cell secretion, the mitochondria and lysosomal organelles. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212. 3 semester hours

**BI 256 Immunology**

An introduction to immunology. This course will cover the humoral and cellular basis of immune response. Antigens, the structure and function of immunoglobulins, antibody formation and living/experimental manifestations of the immune response will be emphasized. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212. 3 semester hours

**BI 257 General Virology**

This introductory course is designed to cover the entire field of virology, but special emphasis will be placed on animal viruses. Coverage will center on the physical, biochemical, and biological aspects of each bacterial, plant and animal virus class. Discussion will stress viral morphology, replication and assembly; pathogenesis of viral infections, and the epidemiology, prevention and control of viral diseases. 3 lectures. Prerequisites: BI 91-92; CH 11-12, 211-212. 3 semester hours

**BI 260 Ecology**

The relationships of living organisms with each other and with their environments viewed through total cycles of nutrients and total flows of energy. Local ecosystems are visited on field trips. 3 lectures, 1 laboratory. Prerequisites: BI 91-92; CH 11-12. 4 semester hours

**BI 262 Marine Invertebrate Zoology**

A study of the phylogeny, morphology, and physiology of the major marine invertebrate groups, with emphasis on local fauna. The laboratories will include field trips to the coast to collect specimens for identification and study. 2 lectures, 1 laboratory. Prerequisites: BI 91-92, 260. 3 semester hours

**BI 263 Coral Reef Ecology**

A study of Caribbean coral reef types, e.g., bank barrier reefs, patch reefs, algal ridges, etc., focusing on their development within a biological and geological framework. Predominant floral and faunal assemblages of the reef and their interrelationships are emphasized. 2 lectures, 10-day field trip. Costs for transportation and part of the laboratory fees are borne by the student. Prerequisites: BI 91-92, 260. 3 semester hours

**BI 264 Ornithology**

Lecture study of the evolution, anatomy, taxonomy, ecology, and ethology of birds. Laboratory and field work will focus on the orders of the birds of the world and identification of all local species. 2 lectures, 1 laboratory. Prerequisites: BI 91-92, 221, 260. 3 semester hours

**BI 265 Entomology**

An introduction to the study of insects. The course will stress principles of insect morphology, physiology, and taxonomy. Laboratories will be devoted to examination of representatives of the more familiar insect orders. 2 lectures, 1 laboratory period. Prerequisites: BI 91-92. 3 semester hours



**BI 267 Animal Behavior**

An examination of data which pertain to the following generalizations: the behavioral repertoire exhibited by an animal is closely dependent upon the complexity of the nervous system; the behavioral response is dependent upon the hormonal state and specific environmental stimuli; the behavior is adaptive and functionally indispensable in survival of the species; many behavioral patterns are periodic; capacity for behavioral expression is inherited; behavior has evolved and is subject to natural selection. 3 lectures. Prerequisites: BI 9192, 221, 260. *3 semester hours*

**BI 268 Plant Biology: Evolution, Diversity, and Use**

An advanced study of algae, bryophytes, seedless vascular plants, and seed plants. The course will stress the evolution of land plants, phylogenetics, a detailed and systematic study of plants, and economic botany. 2 lectures, 1 laboratory. Prerequisites: BI 91-92. *3 semester hours*

**BI 269 Plant Biology: Structure, Development, and Environment**

An advanced study of seedless and seed vascular plants. Emphasis will be placed on structure, function, and development. The environmental relationships of plants to soil, light, water, temperature, and other organisms will be examined. The genetic engineering of plants in relation to these factors will be discussed. 2 lectures, 1 laboratory. Prerequisites: BI 91-92. *3 semester hours*

**BI 283 Naturalist Internship**

One-day-a-week internship program at a local nature center. Experiences to include familiarization with flora and fauna indigenous to the area; care and feeding of animals; maintenance of nature trails; and working with small groups. This course is for students interested in teaching high school biology. *3 semester hours*

**BI 285 Internship-Student Teaching**

Two-days-a-week internship program at a local nature center. Experiences to include leading small groups of children at all age levels on nature walks; working with staff to develop and implement programs dealing with the environment and conservation; developing skills in preparing displays; identifying flora and fauna; and other related tasks. This course is for students interested in teaching high school biology. *6 semester hours*

**BI 296 Special Topics in Biology**

This course, open to seniors only, requires library research and the writing of a scholarly paper on a special topic. The student must discuss the topic with and arrange for the consent of an appropriate professor prior to registration. *2 semester hours*

**BI 297-298 Research**

A research thesis, involving laboratory investigation, is required. Seniors wishing to register for this program must first obtain the consent of the professor supervising research in the area of their interest. Present projects include research on cell wall biosynthesis, a milk enzyme associated with arteriosclerosis, population dynamics of shellfish, and human-associated yeasts found on shellfish. *Credit by arrangement*

**BI 397-398 Internships**

These internships are available for senior level biology majors who are in good academic standing. While variable and subject to availability, present internships take place at the Burke Rehabilitation Center, the Connecticut Audubon Society, and the Easter Seal Rehabilitation Center of Eastern Fairfield County. Other internships are subject to individual arrangement. Transportation will be provided by the student. Students wishing to register for this program must first discuss it with the Chair and also obtain the consent of the professor supervising the internship. *Credit by arrangement*





## Department of Chemistry

**Professors:** J. Barone, Boggio, Elder (Chair), MacDonald, O'Connell

**Associate Professors:** Lisman, Sarneski

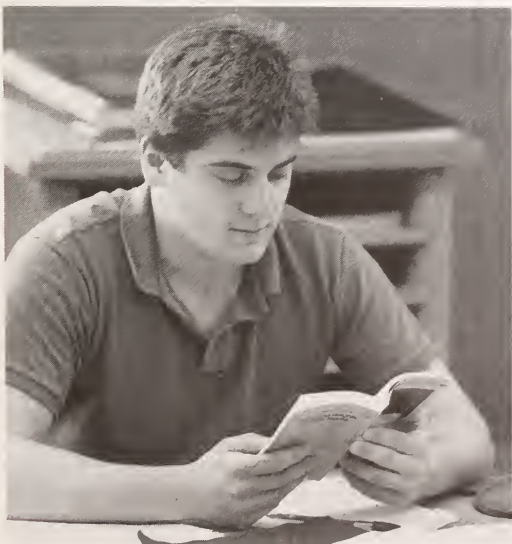
**Assistant Professors:** Waguespack, Weddle

**Lecturer:** Oakes

The Department provides a curriculum which ensures a comprehensive yet balanced exposure to the science of chemistry. Courses are provided for chemistry majors, for other physical science majors, for nonscience majors, and for students planning study beyond the associate degree.

By appropriate selection of courses, the chemistry major can develop the necessary background for entrance into a variety of endeavors such as high school teaching, studies in medicine or dentistry, studies in allied sciences such as oceanography, environmental science and geochemistry, graduate work in chemistry, employment in the chemical industry, patent law, or in government.

The curriculum, staff, and facilities of the Department are approved by the American Chemical Society as meeting its standards for professional training in chemistry.



## Bachelor of Science

*(Major in Chemistry)*

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Chemistry (CH 15-16)	4	4
Mathematics (MA 21-22)	3	3
Physics (PS 15-16)	4	4
Core courses	6	6
<b>Sophomore Year</b>		
Chemistry (CH 211-212)	5	5
Chemistry (CH 222)		5
Mathematics (MA 22-321)	3	3
Core and Electives	9	6
<b>Junior Year</b>		
Chemistry (CH 261-262)	4	4
Chemistry (CH 326-326 Lab)	3	2
Core and Electives	9	9
<b>Senior Year</b>		
Chemistry (CH 341-324)	4	3
Core and Electives	12	12

The above qualifies the student to receive a B.S. in chemistry but without American Chemical Society certification. To receive this certification, either CH 321 and CH 321 Laboratory replace two electives, or CH 398 replaces one elective.

- 1) The student intending to enter primary or secondary school teaching should consult annually with the Chairs of the Departments of Chemistry and Education for appropriate modifications of this curriculum.
- 2) The student intending to enter medical or dental studies should consult with the Chair of the Chemistry Department for appropriate modifications of this curriculum, which will include taking BI 91-92 in freshman year in place of PS 15-16 which is taken in sophomore year.

*(Minor in Chemistry)*

A minor in chemistry requires six courses in chemistry, at least four of which carry course numbers of 200 or greater.

**CH 11-12 General Inorganic Chemistry I & II**

A two-semester sequential offering in which the following topics are covered: atomic and molecular weights, the mole concept, Avogadro's number, stoichiometry, energy relationships in chemical systems, the properties of gases, the electronic structures of atoms, periodic relationships among the elements, chemical bonding, geometrics of molecules, molecular orbitals, liquids, solids, intermolecular forces, solutions, rates of chemical reactions, chemical equilibrium, free energy, entropy, acids and bases, aqueous equilibria, electrochemistry, nuclear chemistry, chemistry of some metals and nonmetals, chemistry of coordination compounds. *3 semester hours*

**CH 11-12, 17-18 Laboratory for General Inorganic Chemistry and Introductory Inorganic Chemistry**

This laboratory offers the opportunity to explore and experience the rigors of an experimental physical science. Students make and record observations on simple chemical systems while learning fundamental laboratory manipulative and measurement skills. Experiments are chosen to demonstrate and supplement concepts introduced in lecture. The first semester emphasizes the standard techniques of weighing, filtering, titrating, use of volumetric glassware, data observation and recording and synthetic techniques. The second semester integrates these techniques in experimental procedures and explores physical properties and quantitative analysis of selected chemical systems. *1 semester hour*

**CH 15 Fundamental Inorganic Chemistry I**

This course, intended for chemistry, physics, and engineering majors with a high school background in chemistry, is an introduction to theoretical chemistry. Particular stress is given to the fundamental relations existing between the properties of matter and electronic structure. Some of the topics treated are stoichiometry, matter and energy, the law of mass action, wave-particle duality, chemical bonding and geometry, periodicity and kinetic theory. The laboratory work emphasizes the applications of chemical equilibrium theory to systematic qualitative analysis. *3 semester hours*

**CH 16 Fundamental Inorganic Chemistry II**

This course, a continuation of CH 15, is one in which a more advanced approach is maintained and a carefully graduated use of calculus is made. Some of the topics treated are the states of matter, theory of solutions, electrochemistry, the thermodynamic functions, electrochemical processes and calculations, ionic equilibrium, and chemical kinetics. *3 semester hours*

**CH 15-16 Laboratory for Fundamental Inorganic Chemistry I & II**

This laboratory course consists of experiments intended to illustrate, reinforce and extend the topics discussed in the lecture course. The second semester includes an introduction to inorganic qualitative analysis. Corequisite: CH 1516. *1 semester hour*

**CH 17-18 Introductory Inorganic Chemistry I and II**

A two-semester introductory chemistry course for students who have already had a particularly good introduction to chemistry in high school. First-year biology students are normally invited into the course based on an examination administered during freshman orientation. Upper division students may elect the course following normal registration procedure. The topical coverage is similar to that of CH 11-12 and CH 15-16. The course differs from the other two in the manner, pace, and depth of the lecture presentation. 3 lectures, 1 laboratory. *4 semester hours*

**CH 32 Chemistry of the Human Body**

This course, having no prerequisite, is specifically intended for the nonscientist and presents the essentials for the lay person's understanding of the chemistry of the human body: chemicals of (1) life, (2) health, (3) disease and (4) cure. The course is conducted (as a discussion seminar) using readings from Scientific American specifically selected for the participants. *3 semester hours*

**CH 33 Chemistry of the New Nutrition**

This course has no prerequisites and will fulfill a science requirement. The course is based on biochemist Roger J. Williams' concept of biochemical individuality and presents nutrition from the viewpoint of the chemist: fats and carbohydrates are mainly the sources of chemical energy driving body processes; quality protein, vitamins, and minerals yield enzyme chemical structures that control body chemistries. Concepts of classical nutrition, such as minimal daily requirements of nutrients, are included but not emphasized. *3 semester hours*

**CH 81 General Chemistry I**

An introduction to the study of chemistry for nonscience majors. Fundamental principles of inorganic chemistry are discussed and applied to chemical reactions and phenomena. *3 semester hours*

**CH 82 General Chemistry II**

A continuation of CH 81, emphasizing organic chemistry and the chemistry of living systems. *3 semester hours*

**CH 81-82 Laboratory for General Chemistry I & II**

Laboratory illustrating the chemical principles treated in lecture. Corequisite: CH 81-82 *1 semester hour*

**CH 83 Survey of Chemistry**

A one-semester terminal course that presumes no previous chemistry and is intended to fulfill a science requirement. After presenting a short introduction to atoms, molecules, chemical structure, and chemical reactions, the course proceeds to chemical topics of interest to modern society: materials of the earth, energy sources, environmental pollution, and practical applications such as the chemistry of medicine.

*3 semester hours*

**CH 202 Elements of Physical Chemistry**

This course is intended for biology majors and for students preparing for secondary school science teaching. Emphasis is placed on the laws of thermodynamics, chemical equilibrium, solutions of electrolytes, electrochemical cells, and chemical kinetics. Throughout the course special emphasis is given to the physiochemical properties of living systems. Prerequisites: CH 11-12, or CH 17-18, PS 83-84, MA 21-22, or equivalent.

*3 semester hours*

**CH 202 Laboratory for Physical Chemistry**

Laboratory experiments illustrate the principles discussed in class, (i.e., thermodynamics, kinetics, chemical equilibrium). Corequisite: CH 202 course.

*1 semester hour*

**CH 211 Organic Chemistry I**

This course is an introduction to the chemistry of compounds of carbon. Common functional groups are discussed from the perspective of molecular structure. Areas of emphasis include structure and characterization, methods of preparation, characteristic physical and chemical properties and their relation to molecular structure. Stereochemical concepts and their application are introduced early in the course and used extensively throughout. Prerequisite: CH12, CH 16, or CH 18.

*3 semester hours*

**CH 212 Organic Chemistry II**

A continuation of CH 211 with emphasis on the chemistry of aromatic, carbonyl, acyl, and nitrogen compounds. The chemical properties of naturally occurring substances such as carbohydrates, lipids, proteins and nucleic acids are related to those of simpler monofunctional compounds. Spectroscopic methods of structure determination are introduced early in the course and used throughout. Prerequisite: CH 211.

*3 semester hours*

**CH 211-212 Laboratory for Organic Chemistry  
I & II**

The first semester of this laboratory emphasizes the manipulative techniques of separation, purification, analysis and simple synthesis. The second semester emphasizes investigative experiments, more complex synthesis and qualitative organic analysis. Corequisite: CH 211-212 lecture.

*2 semester hours*

**CH 222 Chemical Analysis**

The course provides the theoretical basis for the required laboratory. Topics covered are: statistics, chemical equilibria and their analytical applications (acid-base, oxidation-reduction, complex formation, precipitation), electroanalytical chemistry, spectroanalytical chemistry, and chemical separations. Prerequisite: CH 12 or CH 16 or CH 18. Corequisite: CH 222 lab.

*3 semester hours*

**CH 222 Laboratory for Chemical Analysis**

Students develop laboratory skills by analyzing unknowns using the principles and procedures taught in CH 222. Corequisite: CH 222 lecture. *2 semester hours*

**CH 240 Quantitative Inorganic Analysis**

The theory and technique of quantitative analysis including neutralization, oxidation, and reduction, volumetric precipitation and introduction to gravimetric methods, illustrated by problem work and by laboratory analysis of representative samples. *3 semester hours*

**CH 240 Laboratory for Quantitative Inorganic  
Analysis**

Laboratory analysis of representative samples. Corequisite: CH 240 lecture. *1 semester hour*

**CH 261-262 Physical Chemistry I & II**

A two-semester sequential offering for chemistry and physics majors. Topics covered include: ideal and nonideal gases, kinetic molecular theory of gases, absorption of light, molar refraction and polarization, etc., chemical thermodynamics, chemical equilibrium, solution of nonelectrolytes and electrolytes, heterogeneous equilibrium, electrochemical cells, kinetics of gasphase reactions and in solution, wave mechanics, molecular symmetry and bonding, molecular spectroscopy, the solid state, and nuclear chemistry. Prerequisites: CH 12 or CH 16 or CH 18, MA 22, PS 16.

*3 semester hours*

**CH 261-262 Laboratory for Physical Chemistry  
I & II**

This laboratory is required of chemistry majors and can be elected by others. Experiments illustrate the principles discussed in CH 261-262 lecture. Corequisite: CH 261-262 lecture. *1 semester hour*

**CH 321 Advanced Organic Chemistry**

This course attempts to bring the student closer to research areas of organic chemistry. The major topics discussed are a) molecular orbital theory and its applications to molecular structure and reaction mechanisms; and b) organic synthesis with emphasis on factors contributing to chemoselectivity, regioselectivity, and stereoselectivity. Prerequisite: CH 212.

*3 semester hours*



**CH 321 Laboratory for Advanced Organic Chemistry**

The laboratory is project oriented. Each student is assigned a project, usually a multistep synthesis, to work on during most of the semester. The projects chosen are such that the student uses the rudimentary separation, purification, and characterization techniques introduced in CH 211-212. A written report is required. 2 laboratory periods. Prerequisite: CH 212.

*2 semester hours*

**CH 324 Introduction to Biochemistry**

Topics dealing with the fundamental concepts of biochemistry, including protein structure and function, metabolism and biosynthesis, storage, transmission and expression of genetic information, and molecular physiology. Prerequisites: CH 212 and CH 262 or CH 202.

*3 semester hours*

**CH 326 Chemical Instrumentation**

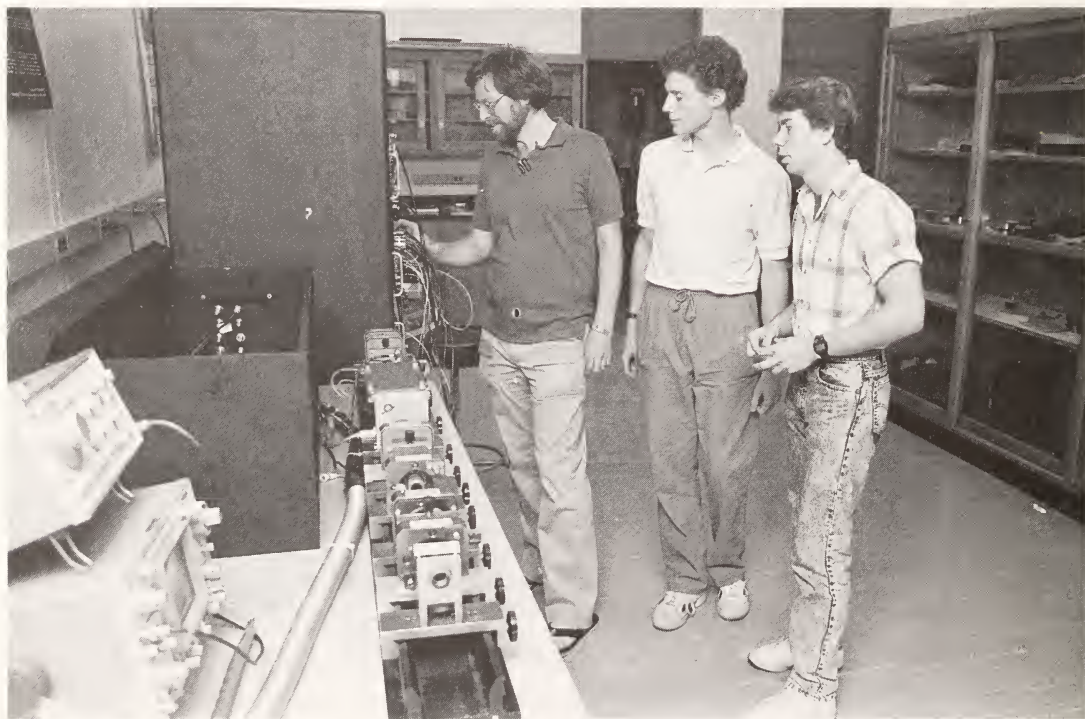
Chemical analysis using modern instrumentation will be studied in detail. Current methods of analysis, theory of transduction, implementation of instrumental principles and physical theory of chemical systems will be explored in the context of the goals of the analytical problem. Examples of applications will be considered.

*3 semester hours*

**CH 326 Instrumental Analytical Chemistry Laboratory**

A major goal of this laboratory course is to provide the student, who has already been exposed to the theory of classical (CH 222 or CH 240) and instrumental methods of analysis (CH 326 or CH 240) with a general exposure to problem solving using a variety of physical and chemical methods. During the early portion of this course, an effort will be made to consolidate the principles of analytical chemistry that students have learned in the classroom into a holistic understanding of the area of analytical chemistry; this framework is intended to give the student a further appreciation of the general considerations which must be made in designing an approach to solving a problem in analysis. Some hands-on exposure will be given to the following aspects of analytical chemistry: basic electronics as appropriate to common instrumentation, methodology involved in equipment maintenance and troubleshooting, exposure to solving real world analytical problems, use of small computers and interfaces in the laboratory. A major emphasis of the course will be devoted to oral communication of results among all laboratory participants. Prerequisites: CH 222 or CH 240, and CH 326 course.

*2 semester hours*



**CH 341 Advanced Inorganic Chemistry**

The chemistry of the elements is viewed from the perspective of structure and reactivity. The use of physical methods in the elucidation of structure is emphasized; selected principles of group theory (symmetry) and theoretical chemistry are incorporated into these discussions. The chemistry of transition metal ions is given considerable treatment. Prerequisite: CH 262. *3 semester hours*

**CH 341 Laboratory for Advanced Inorganic Chemistry**

A variety of inorganic compounds are offered for synthesis in the laboratory. Students prepare several compounds of their choice and perform individual projects to study the properties of these compounds. Part of the final report for each student is the presentation of a poster-assisted oral description of the results of his/her project. Prerequisite: CH 262. *2 semester hours*

**CH 363 Advanced Topics**

A detailed and advanced treatment of topics from any of the four major fields of chemistry. Topics to be presented in a given semester are selected according to the needs and interests of that semester's students. This course is intended for second semester senior chemistry majors. Professors are assigned each year according to the topics chosen. Prerequisite: CH 341. *3 semester hours*

**CH 398 Research & Seminar**

A research project, normally involving laboratory investigation, is chosen by each senior electing this course. Seminars feature students' reports on research progress and library studies of selected topics. Prerequisite: by permission. *3 semester hours*

**CH 399 Independent Study**

This course is designed for students wishing to study in a pre-specified area under the close direction of a faculty member(s). The topics addressed would not routinely be encountered in the normal course sequence. This course would contrast the research and seminar course in that the goal would be the assimilation of existing knowledge rather than the pursuit of new knowledge. A written final report and presentation of a seminar are required. Prerequisite: by permission. *3 semester hours*

**Classics**

(See *Greek and Roman Studies*)

Program in

**Communication Arts**

**Director:** Schlichting (Acting)

**Instructor:** Costanzo

**Participant Faculty:** O'Connor (*American Studies*); L. Newton (*Applied Ethics*); Mainiero (*Business*); Jenkins, M. Regan, (*English*); P. Eliasoph, Emerich (*Fine Arts*); A. Katz, Orman (*Politics*); Schlichting (*Sociology*)

The focus of communication study at Fairfield University is the description and analysis of how human beings acquire, process, and use information. Primarily based in the social scientific tradition, the program centers upon the analysis of human communication processes in a variety of contexts.

As one aspect of a liberal education, undergraduate work in communication at Fairfield helps the student to:

- Become more aware of factors that influence and are influenced by human communication behavior;
- Develop intellectually by providing a basis from which to analyze, synthesize, and evaluate critically messages and the media;
- Learn techniques and strategies to propose policies, advocate positions, and persuasively express him or herself in various settings.

**The Program**

Students majoring in communication at Fairfield University participate in several introductory courses designed to develop and refine their theoretical and analytic skills in such traditional areas as persuasion, interpersonal communication, and small group communication. In addition, with the aid and direction of the faculty, students will select one of two major academic concentrations to complete the program: Organizational Communication or Telecommunications.

**Organizational Communication.** A rigorous theoretical analysis of the forms, functions, and effects of communication within business and professional settings. Career paths for organizational communication majors include: public relations, human resources, and management consulting.

*Telecommunications.* Involves the scientific study of mass media and new technologies, the messages they generate, the audiences they attempt to reach, and their effects on these audiences. Career opportunities for telecommunications majors include: journalism, media production, and advertising.

Students must complete CA 100 and CA 101 with a B or better to continue as Communication majors.

*Course of Study:* 36 Credits\*

\*Courses in parentheses are prerequisites.

18 credits required for *all* Communications Majors:

CA 100	Human Communication Theories
CA 101	Argument and Advocacy
CA 200	Persuasion (CA 100, 101)
CA 201	Interpersonal Communication Theories (CA 100, 101)
CA 202	Group Communication (CA 100, 101) (Juniors and Seniors only)
CA 309	Formative Research in Communication (CA 100, 101, 201, 202; plus at least one of the specified research methods courses)

18 credit concentration in either Organizational Communication or Telecommunications:

*Organizational Communication*

9 credits required:

CA 220	Introduction to Organizational Communication (CA 100, 101)
CA 221	Organizational Communication Processes: Simulation (CA 220) (Juniors and Seniors only)
CA 320	Communication Consultation: Principles and Practices (CA 220, 221; plus at least one of the specified research methods courses)

3 credits selected from the following:

SO 121	Statistics: Social and Political Data Analysis
SO 122	Methods of Research Design
SO 123	Public Opinion and Polling

6 credits selected from the following:

AE 281	Ethics in Communications
EN/W 321	Contemporary Journalism

EN/W 322	Introduction to Writing for the Press
EN/W 326	Writing Feature Stories
EN/W 332	Business Writing
EN/W 333	Corporate Communications
EN/W 338	Persuasive Writing (Juniors and Seniors only)
MD 400	Introduction to Educational Media
MD 411	Production of AV Materials I
MD 511	Production of AV Materials II
MD 535	Design/Development and Training Programs
MG 21	Organizational Behavior and Management
MG 215	Managerial Behavior
MG 230	Personnel/Human Resource Management
MG 260	Productivity Management/Service Sector

OR

*Telecommunications*

9 credits required:

CA 230	Survey of Mass Communication (CA 100, 101)
CA 231	Mass Media and Society (CA 230) (Juniors and Seniors only)
CA 330	Communications in the Information Age (CA 230, 231; plus at least one of the specified research methods courses)

3 credits selected from the following:

SO 121	Statistics: Social and Political Data Analysis
SO 122	Methods of Research Design
SO 123	Public Opinion and Polling

6 credits selected from the following:

AE 281	Ethics in Communications
CA 233	TV Scripting and Production I (CA 230)
CA 234	TV Scripting and Production II (CA 233)
EN/W 321	Contemporary Journalism
EN/W 322	Introduction to Writing for the Press
EN/W 326	Writing Feature Stories
EN/W 341	Writing for the Visual Documentary
EN/W 343	Dramatic Writing for Film and Television



FA 173	Visual Design for Communications
FA 174	Ideas and Images for Commercial Marketing
PO 168	Media and Mass Popular Culture
PO 169	American Campaign Techniques
PO 190	Media and Politics (Juniors and Seniors only)
MD 411	Production of AV Materials
MD 421	Introduction to Motion Pictures I
MD 433	Critical Viewing of Television
MD 450	Computer Graphics for Visual Communication Part I
MD 451	Computer Graphics for Visual Communication Part II
MK 11	Introduction to Marketing
MK 210	Consumer Behavior
MK 225	Promotion Management

#### \*Communication Degree Plan

*University Core	60 credits
*Communication	36 credits
Electives	24 credits
	120 credits needed to graduate.

	Semester Hours	
	Fall	Spring
Freshman Year		
English 11-12	3	3
Mathematics	3	3
History HI 30 and one other intermediate level course	3	3
Foreign Language	3	3
Philosophy — Religious Studies	3	3
<b>Sophomore Year</b>		
* Communication	6	6
English — Philosophy	3	3
Fine Arts — Religious Studies	3	3
Electives	3	3
<b>Junior Year</b>		
* Communication	6	6
Science	3	3
Social Science	3	3
Electives	3	3
<b>Senior Year</b>		
* Communication	6	6
Fine Arts	3	
Philosophy — Religious Studies		3
Electives	6	6

#### Minor in Communication: 18 Credits

15 credits required for all Communications Minors:

CA 100	Human Communication Theories
CA 101	Argument and Advocacy
CA 201	Interpersonal Communication Theories (CA 100, 101)
CA 202	Group Communication (CA 100, 101)
CA 230	Survey of Mass Communication (CA 100, 101)
3 credits selected from the following:	
CA 200	Persuasion (CA 100, 101)
CA 220	Introduction to Organizational Communication (CA 100, 101)
CA 231	Mass Media and Society (CA 230)
CA 233	TV Scripting and Production I (CA 230)

#### Independent Study and Internship Policies

Independent Study (CA 396, 397) and/or Internships (CA 398-399) may be taken in the junior or senior year as *recommended electives* for up to 6 credits total. Internship applications must be approved at least one semester in advance of the internship. Students should see a faculty advisor in Communication for more details and applications.

#### CA 100 Human Communication Theories

Students are introduced to human communication theories and their implications. Course is designed to: (1) heighten awareness of communication patterns in our lives, and (2) introduce students to the principles and theories of communication. Designed as the foundation course for the communication major.

3 semester hours

#### CA 101 Argument and Advocacy

An introduction to public speaking and the advocacy process, including issue identification, methods of analysis, research, patterns and fallacies of reasoning, uses of evidence, logical proof, and refutation. Students will practice oral advocacy and argumentative speaking in public speaking and "modified" debate formats.

3 semester hours

#### CA 200 Persuasion

Study of the basic theories of persuasion, including variables, resources, and constraints affecting persuasive discourse in diverse situations. Emphasis will be placed on the description and analysis of trends, developments, and contemporary influences on persuasion theorizing. Prerequisite: CA 100.

3 semester hours

**CA 201 Interpersonal Communication Theories**

An introduction to the study of one-to-one relationships, focusing on the experience, behavior, and rules governing such interpersonal contexts as friendships, families, and employer/employee relations. Factors influencing interpersonal communication such as language, perception, nonverbal behavior, power, status, and roles are studied. Prerequisite: CA 100, CA 101.

*3 semester hours*

**CA 202 Group Communication**

Course designed to study the basic characteristics and consequences of small group communication processes in various contexts, including: family, education, and work groups. Interaction analysis and team-building will be stressed. Interpersonal dimensions of small group interaction will be explored, as well as analyzing small groups in process. Prerequisite: CA 100, CA 101.

*3 semester hours*

**CA 220 Introduction to Organizational Communication**

A communication-centered approach to understanding how business and professional organizations function. Diagnoses of communication problems will be stressed. Issues to be studied will include: the forms and functions of upward, downward, and lateral communication; communication rules; networking, and strategies for using communication channels. Case study course. Prerequisites: CA 100, CA 101.

*3 semester hours*

**CA 221 Organizational Communication Processes: Simulation**

Course involves the critical examination of the effects of communication on organizational operation, design, and development. Includes a laboratory-type experience designed to provide the student an opportunity to apply theoretical concepts to the production of a "company" product. Prerequisite: CA 220.

*3 semester hours*

**CA 230 Survey of Mass Communication**

Historical overview of the structure of mass communications systems, including radio, television, film, newspapers, magazines, and book publishing. The impact of each system on business, government regulation, social ethics, and advertising will be addressed. Prerequisite: CA 100, CA 101.

*3 semester hours*

**CA 231 Mass Media and Society**

This course concentrates on the impact and influence of mass communications systems (television, film, newspapers, magazines, and radio) on society. Prerequisite: CA 230.

*3 semester hours*

**CA 233 TV Scripting and Production I**

Course will concentrate primarily on the philosophy and content of scripting and producing for the media. A secondary concern will be the technical aspects of production. Preproduction and postproduction strategies will be included. Prerequisite: CA 230.

*3 semester hours*

**CA 234 TV Scripting and Production II**

The course emphasizes developing scripts and producing features, documentaries, educational, and informational programs. The major emphasis will be on affecting humanistically the content and style of programs. Prerequisite: CA 233.

*3 semester hours*

**CA 309 Formative Research in Communication**

Course developed to provide students an opportunity to demonstrate their expertise as communication scholars. Discussion and evaluation of contemporary research in communication will be performed. The student will design and conduct a research project that is related to his or her major concentration. "Capstone" course for the major. Prerequisites: CA 100, 101, 201, 202. Junior or Senior status; plus, at least one of the specified research methods courses for the major.

*3 semester hours*

**CA 320 Communication Consultation: Principles and Practices**

Course focuses upon the techniques and strategies used by business and professional consultants to assess and diagnose communication problems. Various research methodologies in communication will be examined (e.g., interviewing and the Communication Audit) as diagnostic tools. Prerequisites: CA 220, 221. Junior or Senior status; plus, at least one of the specified research methods courses.

*3 semester hours*

**CA 330 Communications in the Information Age**

Survey course designed to acquaint the student with new telecommunications technologies, their backgrounds, their current applications, and their likely future directions. The impact of these technologies on humanity will be discussed. Prerequisites: CA 231. Junior or Senior status; plus, at least one of the specified research methods courses.

*3 semester hours*

**CA 396-397 Independent Study**

The purpose of independent study in Communication is to offer students an opportunity to investigate thoroughly communication concepts, theories, or issues presented in a previously completed Communication course. An independent study will not substitute for any other required course(s) in the Communication program. These investigations must be scholarly in intent. An independent study may be taken only twice. Prerequisites: Junior or Senior status, and a Communication faculty member's approval.

*3 or 6 semester hours*

**CA 398-399 Internship**

The primary goals of Communication internship are: (1) to acquire first hand knowledge about the field of work; (2) to experience new professional activities and relationships; (3) to apply conceptual knowledge and skills in communication in the work environment; and (4) to experience the problems and successes of efficiently and effectively communicating within a complex organization. An internship may not substitute for any other required course(s) in the Communication program. Students may take an internship for credit only twice. Prerequisites: 3.0 overall Q.P.A., Junior or Senior status, Director approval one semester in advance, and Communication faculty sponsorship.

*3 or 6 semester hours*

Major in

## Computer Science

The major in computer science, which is offered through the Department of Mathematics and Computer Science, has the following goals:

1. To give the broad-based scientific and theoretical training needed as a foundation for a rewarding and successful career in computer science. This includes fundamental conceptual material which transcends current technology and extensive exposure to the best of current practice;
2. To foster the discipline and orderly thinking which is used by computer scientists to reach insightful and logical understandings;
3. To develop the oral and writing skills needed to exchange ideas with colleagues, specialists in other fields, and the general public, and
4. To acquaint the student with the social and ethical implications of computer technology.

The Department also offers a major in mathematics with a concentration in computer science. See the description of this program under the mathematics major. Programs in information systems and computer applications are available through the School of Business. The Computer Science faculty members are listed under the Department of Mathematics and Computer Science, page 96.

*Minor in Computer Science:* The minor in computer science consists of CS 131-132 followed

by three courses numbered over 200. Minors can be designed for students interested in engineering, software design, theory of computing, or a general background in computer science.

The intern program provides senior computer science majors an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships could be in any one of a number of areas such as software applications and hardware applications. Internships may be for one or two semesters. The intern is expected to work a minimum of 10 hours per week on-site and complete the required academic component specified by the faculty advisor. An internship may not replace a computer science elective to fulfill the requirement for a major in computer science.

## Bachelor of Science

*(Major in Computer Science)*

	<b>Semester Hours</b>	
	<i>Fall</i>	<i>Spring</i>
<b>Freshman Year</b>		
Computer Science		
(CS 131-132)	3	3
Mathematics (MA 171-172)	4	4
English (EN 11-12)	3	3
Foreign Language	3	3
Philosophy — Religious Studies	3	3
<b>Sophomore Year</b>		
Computer Science		
(CS 221, 232)	3	3
Mathematics (MA 231, 235)	3	3
English — Philosophy	3	3
Fine Arts — Religious Studies	3	3
History (HI 30 plus one intermediate-level course)	3	3
<b>Junior Year</b>		
Computer Science		
(CS 331, 342)	3	3
Computer Science Elective		3
Social Science Elective	3	3
Numerical Analysis		
(CS/MA 377)	3	
Physics (PS 15-16)	4	4
Electives	3	3
<b>Senior Year</b>		
Computer Science Electives	6	6
Fine Arts	3	
Philosophy or		
Religious Studies		3
Electives	6	6



**CS 15 Introduction to Computer Science**

Components of a computer system; problem solving through stepwise refinement in the context of a structured programming language; use of existing micro-computer tools including word processing, integrated spreadsheets, file and database systems, and other packages for managing information for both academic and career usages; technical information needed for the informed analysis of the philosophical, cultural, and ethical questions arising from this advancing field.

*3 semester hours*

**CS 30-31 APL for Mathematics I-II**

An introduction to computing and the APL language with a special emphasis on vectors, matrices, and applications to problems presented by the calculus.

*1 semester hour*

**CS 131 Computer Programming I**

Overview of computer organization and hardware. An introduction to the science and theory of programming: top-down structured program design, problem specification and abstraction, algorithms, data structures, documentation, debugging, testing, maintenance. Programming applications in a high-level language (currently Pascal) including I/O, selection, repetition, arrays, functions, procedures. Ethical and social issues in computing. Emphasis on communication skills in documentation and design of user interface.

*3 semester hours*

**CS 132 Computer Programming II**

A continuation of Computer Programming I. Additional topics in the science and theory of programming: modular design, recursion, program verification, robustness, portability. Programming applications in a high-level language (currently Pascal) including records, sets, files, pointers. Introduction to data structures including stacks, linked lists, searching, and sorting. Ethical and social issues in computing. Continued emphasis on communication skills. *3 semester hours*

**CS 221 Computer Organization and Assembler**

Introduction to hardware organization of computers through assembler languages. General principles of assembly language: data representations and conversion, addressing, procedures, macros, file I/O. General hardware organization concepts including registers, fetch-execute cycle, timing. A specific computer organization and assembly language will be taught. Others will be surveyed and contrasted. Prerequisite: CS 132.

*3 semester hours*

**CS 231 Discrete Mathematics (MA 231)**

See description under course title, MA 231.

**CS 232 Data Structures**

A study of data structures and their related algorithms. The data structures include stacks, lists, linked lists, trees, garbage collection, reachability, minimal path. Prerequisites: CS 132, MA 231. *3 semester hours*

**CS 301 Computer Graphics**

Programming and data structures for graphics; transformation techniques including rotation, translation, scaling and projection; visualization techniques, and the hidden line/surface problem. Prerequisites: CS 232, MA 235. *3 semester hours*

**CS 321 Data Communications**

Methods for transmission through physical media. Frequency Shift Keying, Amplitude and Phase Encoding, Quadrature Encoding. Error detection and control. Multiplexers and Concentrators. Polynomial Checksums. "Open Systems Interface" and communications protocols. Sliding window and stop-and-wait protocols. Radio and satellite communications. ISDN (Integrated Services Digital Network) and fiber optical communications. Shannon and Nyquist theorems. *3 semester hours*

**CS 322 Computer Architecture**

Theory of logic design: gates, timing diagrams, truth tables, design of basic arithmetics operations, control mechanisms. The general properties of major hardware components (CPU, ALU, memory, I/O devices) and communication between them (buses, interrupts). Survey of actual computer systems. Prerequisite: CS 221.

*3 semester hours*

**CS 324 Microprocessors (Computer Architecture II)**

This course is a continuation of Computer Architecture. The first part of the course will be a review of conventional logic design using MSI building blocks: multiplexers, decoders, comparators, ALUs, registers and Memory. The second part of the course will cover three alternatives to conventional basic design: multiplexers (one-hot method), microprogramming, and microprocessors. These methods will be applied to several small projects, such as a serial-parallel converter, an accumulating adder, and a combination lock. At the end of the course students will design a small computer as their final project.

*3 semester hours*

**CS 331 Operating Systems I**

A theoretical study of the major system utilities of a general purpose computer: editors, assemblers, interpreters, linkers, loaders, compilers. An introduction to the principles of operating systems for a general purpose computer: command language, access and privacy, management of processes, memory, and I/O devices. Prerequisites: CS 221, 232.

*3 semester hours*

**CS 332 Operating Systems II**

Theoretical study of operating system principles including virtual memory, concurrent processing. Application to the development of a simple operating system. Introduction to computer system performance. Prerequisite: CS 331.

*3 semester hours*

**CS 342 Theory of Computation (MA 342)**

Finite state machines, push-down automata, Turing machines and recursive functions. Mechanisms for formal languages: regular grammars, context-free grammars, context-sensitive grammars. Decidable vs. undecidable problems. Introduction to algorithm analysis. Prerequisite: CS 232.

*3 semester hours*

**CS 343 Analysis of Algorithms**

Algorithm complexity measures. Determination of upper bounds and mean performance of algorithms. Determination of lower bounds for problems. NP-completeness. Probabilistic algorithms. Prerequisite: CS 342.

*3 semester hours*

**CS 351 Data Base Management System Design**

Methods for designing and implementing information storage and retrieval systems. Includes specification of information systems, search strategies, index methods, data compression, security, query languages, relational techniques, and performance analysis. A survey of interesting existing data base systems. Prerequisite: CS 331.

*3 semester hours*

**CS 352 Software Design**

Scientific design approach to computer software development. Problem specification. Top-down design. Structured programming. Testing, reliability, error control, and performance analysis. Human-computer interface considerations. Prerequisite: CS 331.

*3 semester hours*

**CS 353 Principles of Compiler Design**

Use of language theory and automata theory in the design of compilers. Study of symbol table organization, lexical analysis, syntax analysis, and code generation. Code generation versus interpretation. Survey of storage management, optimization, and error handling. Application to the development of a significant part of a compiler. Prerequisites: CS 331, 342.

*3 semester hours*

**CS 354 Theory of Programming Languages**

The design of programming languages; organization, control structures, data structures. The run time behavior of programs. Formal specification and analysis of programming languages. A comparative survey of several significantly different languages. Prerequisites: CS 331, 342.

*3 semester hours*

**CS 355 Artificial Intelligence**

Computer implementation of processes of thought; knowledge representation, games, theorem proving, scene analysis, natural language processing, automatic programming. Major AI systems, heuristics, and languages. Prerequisite: CS 342.

*3 semester hours*

**CS 356 Science of Programming**

The application of logic to the development of computer programs and proofs of the correctness of computer programs. The course will aim at a balance between formality and common sense. Prerequisite: CS 342.

*3 semester hours*

**CS 377 Numerical Analysis (MA 377)**

See description under course title, MA 377.

**CS 378 Numerical Analysis II (MA 378)**

See description under course title, MA 378.

**CS 391-392 Computer Science Seminar**

Designed to cover topics not in the curriculum. Participation is by invitation only and students may be expected to prepare topics under faculty direction.

*3 semester hours*

**CS 393 Independent Study in Computer Science**

Designed for the advanced student interested in independently pursuing topics under the direction of a faculty member.

*3 semester hours*



**CS 397-398 Internship in Computer Science**

The internship program provides the senior computer science major with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements from which to choose, including computer software and hardware applications and numerical methods. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty advisor. The number of credits varies and interns may register for a summer session, and/or one or two semesters for an overall maximum of 6 credits. In addition, a student's internship must satisfy the requirements outlined in the University Internship Policy," which is available from the Career Planning Center. Prerequisites: Senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.

*1-3 semester hours*

---

## Department of Economics

---

**Professors:** Deak (*Chair*), Walters

**Associate Professors:** Buss, Lane, Miners

**Assistant Professors:** Kelly, LeClair, Nantz, Peterson

The curriculum of the Department of Economics is a blend of basic economic concepts and their application to contemporary issues. Courses are designed to develop the student's reasoning capacity and analytical ability. By focusing on areas of application, students are challenged to use economic principles in stimulating their powers of interpretation, synthesis, and understanding. Through the Department's individual counseling efforts, majors are encouraged to tailor the course of study to their career and personal enrichment goals. A major in economics prepares the student for graduate or professional schools. It also provides a good background for the business world while maintaining the objectives of a liberal education.

*A major in economics requires a total of 30 credits, and must include the following required courses: EC 11, EC 12, EC 204, and EC 205. The other 18 credits can be chosen from departmental offerings.*

**EC 11 Introduction to Microeconomics**

Analysis of the behavior of individual consumers and producers as they deal with the economic problem of allocating scarce resources. Includes a discussion of how markets function to establish prices through supply and demand, how resource costs influence firm supply and how variations in the level of competition affect the efficiency of resource use. Topic areas include anti-trust policy, the distribution of income, the role of government, environmental problems. Computer applications.

*3 semester hours*

**EC 12 Introduction to Macroeconomics**

Uses Keynesian theory to study the aggregate behavior of consumers and businesses as they affect the level of employment and prices. Examines the role of government and the ability of monetary and fiscal policy to stabilize the level of output and inflation. Topics include the functioning of the banking system, GNP, taxation, and government spending, monetarism, the influence of money. Computer applications. EC 12 may be taken prior to EC 11.

*3 semester hours*

**EC 112 Economic Aspects of Current Social Problems**

A policy-oriented approach is used to study contemporary economic issues. Topics covered include: government spending, the role of federal budgets in solving national problems, poverty, welfare, social security, population, the "limits to growth" controversy, pollution, energy, regulation. No prerequisite.

*3 semester hours*

**EC 204 Intermediate Microeconomic Theory**

Builds upon and expands the theoretical models of EC 11. The course introduces indifference curves to explain consumer behavior; short and long-run production functions showing their relationship to product costs; and the efficiency of various competitive market structures. Topics include marginal productivity theory of income distribution, monopoly, and general equilibrium theory. Required for all majors. Prerequisite: EC 11.

*3 semester hours*

**EC 205 Intermediate Macroeconomic Theory**

An analysis of the determination of national income and output; fiscal and monetary tools; growth, inflation, and stabilization policies. Computer applications. Required for all majors. Prerequisite: EC 12.

*3 semester hours*

**EC 210 Money and Banking**

Covers the commercial banking industry, the money market, Federal Reserve operations and policy making; classical, Keynesian, and monetarist theory. Prerequisite: EC 12.

*3 semester hours*



**EC 224 Labor Economics and Labor Relations**

The fundamentals of economic analysis are applied to the labor sector of the U.S. economy. Topics considered include: the determination of wages, the union movement, discrimination issues, and the relationship between labor, management, and government. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 230 Comparative Economic Systems**

The policies used in various advanced industrialized countries to attain their economic goals are examined. The economic institutions in socialist countries are compared to those which exist in capitalist countries. In particular, the economic systems of the USSR, East European nations, and some Western market economies are considered. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 231 International Trade**

This course deals with international trade theory, U.S. commercial policy (tariffs, quotas), foreign exchange, international finance, balance of payments disequilibria, multinational enterprises. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 233 International Economic Policy and Finance**

This offering explores international financial relations. Topics covered include the international monetary system, exchange rate systems, balance of payments adjustment mechanisms, as well as changes in international finance relations. The course treats theoretical concepts, and considers governmental policy approaches to the various problems. *3 semester hours*

**EC 235 Economic Development of Third World Nations**

The nature and causes of the problems facing the less industrialized nations of the world are considered. Primary attention is focused on the impact that various economic policies have on promoting economic development in the "Third World." Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 245 Antitrust and Regulation**

Examines the relationship between government and business. Antitrust laws and cases are reviewed in terms of their impact on resource efficiency. The format of agency command and control regulation is developed along with specific examples from the federal sector. Prerequisite: EC 11. *3 semester hours*

**EC 250 Industrial Organization**

Extends microeconomic theory to examine the economic behavior of real firms and industries. The course identifies the factors affecting the competitive structure of specific markets. These structural characteristics are used to evaluate the efficiency of resource use. Specific topics include mergers, measures of concentration, pricing, entry barriers, technological change, and product development. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 252 Urban Economics**

Analyzes the development of modern urban areas by applying the tools of economic analysis to the problems such areas face. Specific topics include transportation, housing, the provision and financing of public services. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 260 Marxism and Catholic Social Thought**

This course presents classical Marxian doctrine as found in the writings of Karl Marx and Frederick Engels, and Catholic teaching dealing with the economic and social order. The principal Marxian works studied are *The Economic and Philosophic Manuscripts of 1844*, *The Communist Manifesto*, and especially *Capital*. Catholic thought is studied in the major encyclicals, decrees of Church councils, and episcopal documents. The two "systems" are contrasted and interrelated. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 265 Distribution of Income and Poverty in America**

Various theories of economic justice are studied so that the actual distribution of income in the United States can be analyzed. The factors which cause changes in the distribution of income and in the number of persons in poverty are considered. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 273 History of Economic Thought**

The development of economic thought from ancient times to the present. Prerequisites: EC 11 and 12. *3 semester hours*

**EC 275 Managerial Economics**

Applies economic concepts and theory to the problem of making rational economic decisions. Topics discussed include inventory control, decision making under risk and uncertainty, capital budgeting, linear programming, product pricing procedures, forecasting, and economic vs. accounting concepts of profit and cost. Computer applications. Prerequisite: EC 11. *3 semester hours*

**EC 276 Public Finance**

A study of government expenditure and tax policies. Emphasis is placed upon evaluation of expenditures, the structure of federal, state, and local taxes, and the budget as an economic document. Prerequisites: EC 11 and EC 12. *3 semester hours*

**EC 278 Statistics**

An introductory course in the basic concepts required for the analysis and interpretation of data. Topics in statistical inference include: testing of hypotheses, regression and correlation analysis. These tests are applied to data gathered on economic variables. Computer applications. Prerequisites: EC 11 or EC 12. *3 semester hours*

**EC 298 Independent Study**

For economic majors only; open to seniors by invitation.

**EC 299 Internship**

Students are placed in a professional environment by the Department. Interns are expected to use the economics and analytical skills they have acquired from the academic experience in a non-academic job setting. A written assignment which details the internship experience is expected to be submitted to a faculty sponsor by the end of the term. *3 semester hours*

**EC 306 Business Cycles and Economic Forecasting**

This course considers the nature and causes of business cycles. Tools to analyze past fluctuations and to forecast future trends are developed. Both theory and practical applications are emphasized. Prerequisite: EC 205. *3 semester hours*

**EC 320 Financial Markets and Institutions**

Matters examined include: capital markets, financial intermediaries; equities, bonds, options, futures; security analysis, portfolio theory, the efficient markets hypothesis. Students manage a hypothetical portfolio and use a computer model. Prerequisite: EC 210. *3 semester hours*

**EC 352 Health Economics**

This course applies microeconomic theory to the health sector of the U.S. economy. Topics include: the demand for health care, health insurance, the physician "shortage," physician specialty choice, the hospital sector, and medical cost inflation. Prerequisite: EC 204. *3 semester hours*

**EC 380 Econometrics**

Introduces students to the process by which theories of economic behavior are formulated in mathematical terms and tested by the use of statistical methods. Both the technique and the limitations of econometric analyses are discussed as well as methods available for overcoming data problems in the measurement of quantitative economic relationships. Prerequisites: EC 11, EC 12, and EC 278. *3 semester hours*

**EC 398 Senior Seminar**

Limited to senior majors in economics. The seminar has two objectives. One aim is to familiarize the participants with recent developments in the discipline. The other goal is to sharpen each student's research skills. Each student is expected to engage in a research project concerning a topic of his/her choice. Enrollment requires the permission of the instructor. *3 semester hours*

---

## Program in Education

---

**Coordinator: Costa**

This program is conducted in collaboration with the Graduate School of Education and Allied Professions and affords Fairfield University undergraduates the opportunity to seek a provisional teaching certificate on the secondary school level (grades 7-12). To be admitted to the Education minor, students must pass an entry examination (or provide SAT scores of 1000 or better, with neither verbal nor quantitative subscores less than 400) and must possess a quality point average of 2.67. Applications for admission to the Education minor may be obtained from the Program Coordinator or from the Dean's office. Upon applying, the student will be interviewed by the Teacher Education screening committee.

Additional academic and personal criteria must be met prior to placement for student teaching and for recommendation upon completion of the program.

**The program of study leading to provisional teacher certification includes the following:**

- |        |   |
|--------|---|
| ED 241 | Educational Psychology  |
| ED 429 | Philosophical Foundations of Education (acceptable as 5th course in Area III) |

ED 363	Methods in Teaching OR
ED 364	English Methods (English certification only)
ED 381	Observation and Student Teaching
ED 350	Special Learners in the Regular Classroom

**English certification candidates must also take the following:**

*EN 311	Advanced Composition
*EN 317	Traditional and Structural Grammar
*EN 405	Literature for Young Adults
*ED 459	Developmental Reading

\*Taken as part of the English major

**The following may be used as part of the core requirements:**

	An upper level American History course
SO 142	Race and Ethnic Relations
ED 429	See above

**ED 241 Educational Psychology**

This course considers a particular application of the more important psychological principles to educational theory and practice. This course embraces a systematic study of the educable being, habit formation, phases of learning, intellectual and emotional growth, and character formation. Individual differences, transfer of training, interest, attention, and motivation, insofar as they influence the teaching process, will be included. The course also includes an observation of a secondary school for approximately one hour each week.

*3 semester hours*

**ED 250 Special Learners in the Regular Classroom**

This course is designed to familiarize the mainstream teacher with the developmental learning needs of children and youth who are exceptional. The special learning needs of mentally retarded, learning disabled, emotionally disturbed, and gifted and talented children and adolescents will be discussed. Included in this discussion will be methods of identifying and working effectively with special needs children and youth in the regular classroom.

*3 semester hours*

**ED 315 History and Principles of Education**

This course presents the historical development of education with regard to curriculum, methods, organization and control, and the relationship of society to each of these areas. The influence of philosophers and educators from Plato and Aristotle to Hutchins and Dewey are considered. During the second half of the course, stress is placed upon the historical development of the American public schools from Colonial times to the present.

*3 semester hours*

**ED 329 Philosophy of Education: An Introduction**

This introductory course will be an application of the basic concepts of philosophy to education in general and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking, and encourage personal commitment to his or her own philosophy of life.

*3 semester hours*

**ED 362 Special Methods in Secondary School English**

This course focuses on the organizational pattern in which English can best be taught and an analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course also considers such factors as appropriate curricula materials, methods of organization, approaches to the study of literature, and procedures most cogent in the field of grammar, composition, oral communication, and dialogue.

*3 semester hours*

**ED 363 Methods of Teaching in Secondary Schools**

Application of principles of education to classroom instruction in secondary schools are discussed. Attention will be centered upon planning for teaching, uses of various methods and materials, tests, classroom management and discipline. Consideration will also be given to the position of the teacher in public schools, special services available to teachers and pupils, extracurricular programs, and responsibilities of teachers.

*3 semester hours*

**ED 369 Developmental Reading in the Secondary School**

Topics include methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas.

*3 semester hours*



**ED 381 Directed Observation and Student Teaching**

This provides a semester experience in local schools for students who have been approved as qualified candidates for teaching at the secondary level. Students will be involved four and one-half days each week in observation and teaching. The dynamics of classroom management, teaching techniques, organization of lesson plans and duties of faculty are emphasized. Group seminars are held one afternoon each week for discussion of student experiences and presentations on reading methods, audio-visual aids, and other topics. Individual conferences are also held and each student is assisted, observed, and evaluated by the University supervisor(s) and the cooperating teacher(s).

12 semester hours

**ED 409 Transculturation**

This course addresses non-verbal communication across cultures, the crosscultural mind, culture shock, and intercultural understanding.

3 semester hours

---

## Program in Engineering

---

**Director:** Zabinski

The engineering program is cooperative with the University of Connecticut, Storrs, Conn. and Rensselaer Polytechnic Institute (RPI), Troy, N.Y. This program offers the student three years of study in the humanities, mathematics, social sciences, and natural sciences at Fairfield University and two years of specialized engineering courses at the School of Engineering of the University of Connecticut or RPI. Upon completion of the five-year program the student receives a Bachelor of Arts degree from Fairfield University and a Bachelor of Science in Engineering from the University of Connecticut or RPI.

The combined humanistic/professional education offered in this five-year engineering program equips the graduate with a competitive advantage for assuming a leading role in a career in private industry, government, or education.

The students who complete the first three years at Fairfield University in satisfactory standing will then transfer to the School of Engineering of their choice, i.e., the University of Connecticut or RPI for enrollment as juniors. They will have the option of entering one of the following

branches of engineering: chemical, civil, computer science and engineering, electrical, and mechanical engineering. In addition, RPI offers degrees in nuclear, industrial, aeronautical and environmental engineering.

Students intending to major in electrical or computer engineering are required to take Digital Electronics (EG 211), Circuit Analysis and Analog Systems (EG 212), Computer Organization and Assembler (CS 221), and Microprocessors (CS 324) in their junior year. Students intending to major in Chemical engineering take Organic Chemistry (CH 211-212) and Introduction to Chemical Engineering (EG 250) in their junior year. A two-semester University of Connecticut foreign language requirement may be fulfilled either at Fairfield University or at the University of Connecticut.

All engineering students may select additional electives from a variety of physics, mathematics and computer science courses. These, in conjunction with extensive computer resources and physics laboratories, give the student an opportunity to acquire a valuable engineering background.

## Bachelor of Arts and Bachelor of Science

*(Major in Engineering)*

	<b>Semester Hours</b>	
	<i>Fall</i>	<i>Spring</i>
<b>Freshman Year</b>		
Physics (PS 15-16)	4	4
Physics Laboratory		
Mathematics (MA 25-26)	4	4
English (EN 11-12)	3	3
Philosophy (PH 156)	3	3
Religious Studies —		
Engineering 30	3	3
<b>Sophomore Year</b>		
Engineering (EG 211-212)	3	3
Mathematics (MA 227-331)	3	3
Fine Arts — Religious Studies	3	3
English — Philosophy or		
Religious Studies	3	3
Social Science Electives	3	3
<b>Junior Year</b>		
Chemistry (CH 15-16)	5	5
Mathematics (MA 322-323)	3	3
History (HI 30 plus one		
intermediate-level course)	3	3

Electives	3	3
Electives	3	3

### EG 30 Introduction to Engineering & Fortran Programming

Introduction to the engineering profession. Visits to local industry. Computer programming in Fortran with applications; engineering calculation methods; analysis of engineering problems. No prerequisites.

*3 semester hours*

### EG 211 Engineering Statics

Fundamentals of mechanics. Elements of vector algebra; equations of equilibrium for stationary systems, analysis of trusses, friction and distributed forces. Vector methods are used.

*3 semester hours*

### EG 202 Engineering Dynamics

Basic principles of kinematics and kinetics of rigid bodies utilizing vector methods. Application to engineering problems. Topics covered include work and energy, impulse and momentum, curvilinear motion, plane motion, rigid body motion in three dimensions, mechanical vibrations.

*3 semester hours*

### EG 211 Digital Electronics (Cross-listed under Physics as PS 211.)

This is a lecture and laboratory course where students will be trained in the practical aspects of digital electronics, beginning with simple transistor circuits and advancing to the design and development of microprocessor circuits. The following topics are presented: number systems (decimal, binary, octal, hexadecimal, BCD); Boolean algebra; integrated circuits versus discrete components; logic gates; AND/OR/NAND/NOR/XOR circuits; flip-flops; multiplexers and decoders; counters; registers; memory devices; arithmetic and logic units; analog/digital and digital/analog conversion techniques. Students will also utilize laboratory equipment such as "bread-boarding" equipment, pulsers, oscilloscopes, and logic probes.

*4 semester hours*

### EG 212 Circuit Analysis and Analog Systems (Cross-listed under Physics as PS 212.)

This is a lecture and laboratory course where students will be introduced to the theory and practice of basic electronics and linear/analog circuitry. Topics covered include: Kirchhoff's laws and applications; concepts of capacitive and inductive reactance; impedance calculation using vector and complex notation; DC, AC, and transient circuit behavior; operation of basic solid state devices (diodes, junction transistors, FET's, SCR's); operational amplifiers; active and passive filters; feedback techniques; and frequency dependent effects. The students also work with the basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and counter/timer.

*4 semester hours*

### EG 250 Introduction to Chemical Engineering

Introduction to the fundamentals of chemical processing. Applications of the principles of chemistry and physics to the chemical process industries and to the solution of industrial problems.

*3 semester hours*

### EG 399 Independent Study

The student may select among special topics: for example, computer aided design (CAD), advanced programming, and research.

*1 or 2 semester hours*

---

## Department of English

---

**Professors:** Berrone, Farnham, M. Regan, N. Rinaldi

**Associate Professors:** T. Cheney, Jenkins, Landry, McDonnell, McInerney, Reddy, Step-sis, Wells

**Assistant Professors:** Bowen, Bridgford, Garvey, D. Lynch, Menagh, Mullan, R. Regan  
(Chair)

**Lecturers:** Brown, Chappell, G. Cheney, de Jenkins, Fast, Feigenson, Fernandez, Krauss, Liftig, Littledale, McQueeney, Ress, Rierden, J. Rinaldi, Rosenberg, Ross, Smith, Spector, Sweeney, Szivos, Vollmer, Wallace, Whitaker.

As an academic discipline, the study of English has these goals:

- 1) to acquaint the student with the various types of imaginative literature, such as the novel, the short story, poetry, and drama;

- 2) to develop the student's analytic and organizational skills through the interpretation of literature;
- 3) to give the student further training in the organization and effective articulation of ideas in writing, including in some cases preparation for careers as professional writers or for careers where strong writing skills will be an asset.

For English Majors, the English Department offers two concentrations, one in literature and one in writing. Both programs normally require that the student take at least ten 200-300-level courses after successful completion of EN 11 and EN 12. The student can also register for dual concentration by taking 12 courses, six in literature and six in writing. The English Department places great emphasis on consultation between the student and a departmental advisor of the student's choice during the process of selecting courses.

The special requirements of each program are as follows:

- 1) **English Major with a Concentration in Literature.** English Literature majors must take ten English courses beyond English 11-12. **Six** must be literature (EN) courses. The remaining four courses may be chosen either from literature courses or from writing courses. Of the literature courses chosen by an English/Literature major, at least **three** should deal with literature from periods prior to 1900, and at least **half** should be from courses numbered 350-399. English/Literature majors are urged to consult with a departmental advisor in order to develop a coherent sequence of courses suitable to individual needs and requirements.
- 2) **English Major with a Concentration in Writing.** English/Writing majors must take **six** courses in writing selected from English courses marked with the prefix "W," or other writing courses approved by the Director of the Writing Concentration. The English/Writing major must also take **four** literature courses beyond English 11-12, at least **half** of which must be from courses numbered 350-399. Since the Writing Program offers a broad spectrum of courses ranging from poetry and fiction to journalism and scriptwriting for television, each student should consult with a faculty advisor in order to design

a program that will reflect the individual's needs.

- 3) **The English Minor.** The English minor must take **five** English courses beyond English 11-12. At least **two** of the five courses must be literature (EN) courses.

#### EN 11 Composition and Prose Literature

This course incorporates the study of essays and/or other forms of literary nonfiction to be analyzed in class, together with the student's own exercises in formal and informal prose. *3 semester hours*

#### EN 12 Introduction to Literature

A study of drama, fiction, and poetry as they reflect literary and cultural approaches to man and society. Selected works from various ages and civilizations introduce the student to the techniques and traditions of the major literary genres. EN 12 also demands critical writing as an extension of composition in EN 11, including a research paper. *3 semester hours*

#### EN 250 The Epic Hero

This course ranges from Homer to J.R.R. Tolkien. The epic writer employs a vast canvas in telling his story and so gives us a picture of an entire civilization. His hero embodies the highest values of his society and represents that society against the forces of chaos and evil. Our focus, then, is on the changing image of the hero, particularly as presented in the Iliad, the Odyssey, the Aeneid, and The Lord of the Rings. *3 semester hours*

#### EN 255 Shakespeare

A study of Shakespeare's career as dramatist. Plays will be drawn from Shakespeare's farces, romantic comedies, history plays, tragedies, and romances, and will include The Taming of the Shrew, Richard III, A Midsummer Night's Dream, Hamlet, Othello, King Lear, and The Tempest. *3 semester hours*

#### EN 260 Understanding Poetry I

Offered for those students with no previous knowledge of poetry as well as those who wish to develop and enrich their understanding of the genre; students who have experienced difficulty in understanding poetry in the past are welcome. Course readings will include selections from narrative, epic, and lyric poetry, with concentration on shorter lyric poems. The course will include readings and discussions with visiting poets. *3 semester hours*



**EN 261 Understanding Poetry II**

Concentrates on the reading of longer narrative and lyric poems for study of the work of individual poets. The work includes readings and discussions with visiting poets. Understanding Poetry I is an appropriate, but not a necessary, prerequisite to it. Students who have not taken Understanding Poetry I are requested to read Perrine's *Sound and Sense* or any other introduction-to-poetry text in preparation for the course.

*3 semester hours*

**EN 264 Allegory and Fantasy**

A genre study of literary works involving imaginary worlds, with emphasis on symbolic interpretation of landscapes, characters, objects, and events. In this course, we will search for the relevance of these imaginary worlds to the real world. Authors studied will be chosen from the following list: Lewis Carroll, E.M. Forster, Nathaniel Hawthorne, Joseph Heller, Franz Kafka, Jerzy Kosinski, C.S. Lewis, Herman Melville, Flannery O'Connor, Robert Pirsig, J.R.R. Tolkien, and Kurt Vonnegut.

*3 semester hours*

**EN 267 Modern British Literature**

A study of Conrad, Joyce, Lawrence, and Virginia Woolf: writers who profoundly changed the shape of the novel. This change is also reflected in the writings of Evelyn Waugh, Graham Greene, George Orwell, and Aldous Huxley.

*3 semester hours*

**EN 270 Studies in American Literature**

This course begins with a survey of the Puritan background to American literature and the writings of the early republic. The emphasis will be placed on the early national period and the romantic phase in American literature leading up to the Civil War. The writers to be studied include Irving, Cooper, Melville, Poe, Emerson, Thoreau, Hawthorne, and Whitman.

*3 semester hours*

**EN 272 Development of the American Short Story**

This course will trace the development of the American short story from its emergence in the literary-historical context of 19th century America to its maturity in the 20th century. It will explore most intensively the writings of Poe, Hawthorne, James, and Hemingway, but will consider as well the contributions to the genre of Irving, Crane, and numerous other writers.

*3 semester hours*

**EN 275 American Sports as American Metaphor**

This course examines metaphorical, escapist, and mythical qualities in selected readings from American writers such as Updike, Roth, Malamud, Thurber, Michener, Runyon and others. "The American Dream," "Rags-to-Riches," and "Lost Horizons" will be among topics for analysis and discussion.

*3 semester hours*

**EN 280 The Nature of the Hero**

The course begins with a general discussion of the meaning and function of heroes in society, focusing on them as projections of society's life values. Joseph Campbell's study of the archetype of the hero and the heroic journey will be used as a reference point.

*3 semester hours*

**EN 282 The Study of Human Behavior Through Literature**

Students will be taught how to apply basic theories from psychoanalysis and humanistic psychology to folk literature, drama, and fiction.

*3 semester hours*

**EN 285 The Modern Tradition in World Literature**

A study of important works of literature produced in Western Europe and America over the last 150 years which reflect aspects of the cultural phenomenon known as "modernism." Although the focal point of the course is fiction, selected poetry and drama will be included. An effort will be made to compare and contrast attitudes toward the modern experience as expressed by such authors as Conrad, Chekov, Dostoyevsky, Joyce, Lawrence, Tolstoy, Borges, Hemingway, Eliot, Keats, Strindberg, Ibsen, and Vonnegut.

*3 semester hours*

**EN 286 Existential Literature**

This course is a study of the existential world view as one of the most important bodies of thought in the 19th and 20th centuries. Absurd thought will be studied, also, as a closely related view of the nature of human life. Existential and absurd values will be used to confront the following problems: human freedom vs. biological and social determinism, the creation of life meaning vs. the surrender to nothingness implicit in suicide, belief in God vs. affirmation of a humanly centered world, and contribution to society vs. nihilistic withdrawal.

Emphasis will be placed on the perception that existentialism is a positive, even optimistic, philosophy of life, that it is not nihilistic and pessimistic, as it is sometimes misunderstood to be. Emphasis will also be placed on the fact that existentialism is not necessarily atheistic, that some of the prominent exponents of existential thought have written of their belief in God.

Among the authors to be read are Kierkegaard, Nietzsche, Dostoyevsky, Sartre, Kafka, Faulkner, Beckett, and Camus.

*3 semester hours*

**EN 289 Modern Women Writers**

The course is a study of works by English and American women of the 20th century, with particular emphasis on their efforts, in creating fictional characters, to understand and solve the problems faced by women in their various roles, especially when these and society's expectations conflict with their development as individuals.

*3 semester hours*

**EN 290 The Holocaust**

This humanities course will place primary emphasis on literature dealing with the Holocaust. The course will investigate one of the central events in human history: the systematic genocide of Jews and other groups in Europe (1933-1945). The central question of the course will be: how could it have happened? The course will seek to discover what the Holocaust may mean in our understanding of human nature, culture, and behavior (including creativity, love, and hope). Consideration will be given to the meaning of prejudice in general.

The readings will include the Book of Job (religion); Eva Fleischner, *Auschwitz: Beginning of a New Era?* (an interdisciplinary symposium); Leslie Epstein, *King of the Jews* (fiction); Victor Frankl, *Man's Search for Meaning* (philosophy/psychology); Leon Poliakov, *Harvest of Hate* (cultural history); JeanPaul Sartre, *Anti-Semite and Jew* (existential philosophy); Andre Schwarz-Bart, *The Last of the Just* (fiction); Isaac Bashevis Singer, *Enemies: A Love Story* (fiction); Elie Wiesel, *Night* (personal narrative) and *Dawn* (fiction); and Arnost Lustig, *Night and Hope* (fiction).

3 semester hours

**EN 292 Literature of the Sea**

This course will examine selected works of British and American authors who wrote narratives of adventures on the high seas. The principal genre represented will be fiction, but poetry and biography will also be included. Among the writers to be read will be Dana, Melville, Conrad, London, Coleridge, Poe, and D.H. Lawrence. A field trip to the Mystic Seaport will be included.

3 semester hours

**EN/W 290 Writing Tutor Training**

The requirements for this course will be spread over two terms. During the first semester students will participate in a training course; in the second semester peer tutors will be assigned to a section of the Critical Thinking Seminar for Freshmen, attending the seminars and helping freshmen with their writing. The director of the Writing Center will oversee the peer tutors' practical training. Credit for the course will be granted after the second term and then successful tutors will be offered a stipend to continue tutoring for the Writing Center.

3 semester hours

**EN/W 295 Composition and Style**

This course is designed as an intermediate course in basic non-fiction prose for those who wish to work further than EN 11 on their writing skills. Emphasis will be on the cultivation of an individual style in short essays on everyday topics.

3 semester hours

**EN/W 300 Creative Writing**

Designed to foster creativity and critical acumen through extensive exercises in the composition of verse, fiction, and drama. A workshop course.

3 semester hours

**EN/W 302 Creative Writing: Poetry**

Basically this is a workshop course concentrating on the analysis and criticism of student manuscripts, though a portion of the course will be devoted to a discussion of major trends in contemporary poetry and significant movements of the past. Consideration will be given to traditional forms, such as the sonnet and villanelle, as well as to modern experimental forms and free verse. Students will be advised how to prepare and submit manuscripts to publishers.

3 semester hours

**EN/W 304 Creative Writing: Drama**

For the student who desires a workshop approach to the composition of drama for the stage. Attention will be given to the physical aspects of the stage and to problems of acting and production as they impact on the written word. The course will concentrate on analysis of student manuscripts, and there will also be some discussion of the work of major playwrights to illustrate various aspects of dramatic technique.

3 semester hours

**EN/W 305 Creative Writing: Fiction**

For the student seeking an intensive workshop approach to the composition of fiction. Emphasis will be on the short story form, with some attention given to novella and full-length novel for students desiring to work in those forms. The course is mainly concerned with analysis of student manuscripts, though there will also be some discussion of the work of significant authors (past and present) as a way of sharpening the student's awareness of technique. The literary marketplace for fiction will also be discussed.

3 semester hours

**EN/W 306 Writing for Children and Adolescents**

This is a workshop course designed to help the student develop and appreciate the art of writing for children and adolescents. Emphasis will be on the analysis of student manuscripts with special attention given to the short story. The student will be exposed to some of the technical aspects of the writer's craft, i.e. proof-reading, galleys, the editor's role, etc. The preparation and submission of manuscripts will be discussed in detail.

3 semester hours

**EN/W 308 Writing Fantasy, Science Fiction, and Suspense**

Students will study appropriate models written in the genres of fantasy, science fiction, and suspense. They will concentrate on classroom exercises and extended writing projects to gain proficiency in writing these genres. Special attention will be given to how these modes differ from more realistic types of literature and how to generate in the reading audience a receptive state of mind.

3 semester hours

**EN/W 311 Advanced Composition**

This course fosters mature writing skills through an intensive focus on rewriting, diversified writing projects, workshop exercises, and exchanges. Students are taught how to analyze and imitate style, how to write effective argumentation and satire, and how to write for publication. *3 semester hours*

**EN/W 314 Speech: Writing and Delivery**

An introduction to platform speaking. This course includes training and practice in the preparation and delivery of a speech. It also includes an introduction to the techniques of argumentation and persuasion. *3 semester hours*

**EN/W 317 Traditional and Structural Grammar**

This course has the primary function of providing a solid background in traditional and structural grammar so that students can apply this background to what they write and how they write it. Therefore, students will apply to their own writing what they learn about the parts of speech and about phrases, clauses, and sentences. To achieve greater linguistic sensitivity and mastery, students will also learn how to analyze both the smaller components of language (sounds and word segments) and the more complex and elusive elements of style. *3 semester hours*

**EN/W 320 Freelance Journalism**

An overview of freelance writing opportunities in the consumer press, specialty publications, and the electronic media. Examines commercial writing forms including news and magazine stories, radio and video scripts, press releases, brochures and advertising copy. Tips on how to get started, where the money is, what sells and what doesn't. Guest speakers: graphics designers, photographers, video producers, journalists, and free lancers making a living in the communications field. *3 semester hours*

**EN/W 321 Contemporary Journalism**

This course prepares writers for journalism of the future, particularly print. Readers will depend more and more on newspapers, magazines, and magapapers for reflective, interpretive, and creative writing to complement broadcast journalism's "on-the-spot and at-the-moment" coverage of hard news. Emphasis is on quality of thought and writing, not on quantity and rapidity of deadline writing. *3 semester hours*

**EN/W 322 Introduction to Writing for the Press**

A first course in the unique requirements of reporting and writing for newspapers. How to decide what is newsworthy; gathering the facts and covering a beat; structuring the story; working with editors; interviewing. An important course for those students considering journalism as a career, whether for newspapers or for corporate publications. *3 semester hours*

**EN/W 326 Writing the Feature Story**

Course emphasizes imaginative writing in the form of various types of feature writing for newspapers, magazines, and nonfiction books. Components include: the anatomy of an article, editing, interviewing techniques, generating ideas for articles, developing style, marketing articles, and writing specialized features. *3 semester hours*

**EN/W 332 Business Writing**

Course introduces various forms of business writing, e.g., memos, letters, reports, news releases, advertising, speeches, employment resumes. Student teams will conduct major projects at corporations and nonprofit organizations. Inclass exercises and homework will hone basic writing skills as they apply to business communication. *3 semester hours*

**EN/W 333 Corporate Communication**

The course provides a contemporary overview of various facets of communication within a corporate environment. It introduces students to the principles, tools and techniques of corporate communication, exposing them to issues such as intercultural and nonverbal communication, positioning, and electronic communication. The syllabus will cover topics such as written and oral communication, career planning, interviewing skills, crisis communication, media liaison, special event management, and direct mail strategies. The course consists of lectures, class discussion groups, assignments and projects, and guest lectures by corporate communication professionals. *3 semester hours*

**EN/W 335 Writing About Science and Technology**

Introduces the student to writing about science and technology in a variety of formats. Course prepares the student to write articles for newspapers and magazines (e.g., Discovery, Smithsonian, American Health, Science, National Geographic). Students will also be introduced to specialized writing, e.g., technical reports, instructional material, proposals. In all cases, the stress is upon good, clear writing. Course equally appropriate for science and nonscience majors. *3 semester hours*

**EN/W 338 Persuasive Writing**

This course is for students who wish to strengthen their skills in argumentation. Working from case studies of contemporary issues, students will write editorials, legal briefs, and either public relations statements or business proposals. Revision will be emphasized: classes will include some workshops and several peer editing sessions. In addition, for each paper a student-teacher conference will be required between the first draft and final draft. Students will be encouraged to develop a clear, forceful prose style. *3 semester hours*



**EN/W 341 Writing Creative Nonfiction**

Students should select this as one of their final writing courses. Requires much field research time and the reading of many articles and books by writers such as: Lewis Thomas, John McPhee, Annie Dillard, Gay Talese, Joan Didion, George Plimpton, Edward Hoagland, Jan Morris, Tom Wolfe. Writing and revision every week and one major piece that requires an entire semester to research and write. Designed for those serious about writing professionally. *3 semester hours*

**EN/W 343 Dramatic Writing for Film and Television**

Writing proposals, outlines, scene breakdowns, and master scene scripts that treat serious topics on the human condition in an entertaining, informative, dramatic way, i.e., stories more suited to the Hallmark Hall of Fame than to L.A. Law. *3 semester hours*

**EN/W 345 (Fall) or EN/W 346 (Spring) Internships**

The intern program allows students to gain on-site experience in the fields of journalism, publishing, and public relations through supervised work for local newspapers, magazines, publishers, and news agencies. These positions are available upon recommendation of the Department Intern Supervisor, under whose guidance the students assume the jobs, which require 10 to 15 hours a week. *3 semester hours*

**EN/W 347 (Fall) or EN/W 348 (Spring) Independent Writing Project**

Individual tutorials in writing. *3 semester hours*

**EN 350 Major Authors in English Literature I**

This is a course designed to provide English majors with an introduction to major literary figures and critical works of each important period in the development of English literature. The first semester, EN 350, deals with authors from Chaucer to Samuel Johnson. *3 semester hours*

**EN 352 Chaucer**

The course will consist of a close reading, in middle English translated on the page, of Chaucer's major work, *The Canterbury Tales*. Classes include discussions of the themes, characterizations, literary genres, philosophical concepts, stylistic techniques, and pure charm of this monument of Western literature. Although background material will be provided or assigned as necessary, concentration will be on the text itself rather than on critical or historical commentary. *3 semester hours*

**EN 353 Comparative Literature of the Renaissance**

This course will examine works of major Continental Renaissance authors, in translation from the Italian, French, Spanish, and Latin. Authors will be chosen from the following: Ariosto, Boccaccio, Castiglione, Cellini, Cervantes, Dante, Erasmus, Machiavelli, Montaigne, Petrarch, Rabelais. Themes studied will include the development of the individual and society, various definitions of love, and religious beliefs. The course will also work toward developing strategies of interpretation for that distinctive Renaissance attitude of "serious play" manifested by many of these authors, in which they can seem to make fun of or treat lightly their own serious, basic values. *3 semester hours*

**EN 354 The English Renaissance: Literature of Love**

Since almost all non-dramatic literature of the English Renaissance is concerned with some dimension of love, the major authors of this period can be approached through this theme. The course will examine short works chosen from those by Wyatt, Surrey, Ascham, Raleigh, Sidney, Marlowe, Shakespeare, Donne, Jonson, Marvell, Herbert, Vaughan, and Milton, as well as selections from Spenser's epic poem. In their works these authors explore many kinds of love — human, divine, sacred, profane, sexual, mystic, Platonic; love of man or woman, love of God, love of art. Through metaphors and poetic devices, these authors typically use love as an organizing principle to make comprehensible their Renaissance world, with its amalgam of classical and Christian values. *3 semester hours*

**EN 355 Shakespeare I: The Elizabethan Age**

A study of Shakespeare's earlier comedies and history plays. Works include *The Comedy of Errors*, *The Taming of the Shrew*, *A Midsummer Night's Dream*, *Richard III*, and *Henry IV, Part One*. *Romeo and Juliet* is also studied as an early tragedy. *3 semester hours*

**EN 356 Shakespeare II: The Jacobean Age**

A study of Shakespeare's later comedies and the tragedies. Plays include romantic comedies (*As You Like It*, *Twelfth Night*), tragedies (*Hamlet*, *Othello*, *King Lear*), problem comedies (*All's Well that Ends Well*, *Measure for Measure*), and romances (*The Tempest*). *3 semester hours*

**EN 358 17th Century Literature: The Age of Donne and Ben Jonson**

A selective survey of 17th century English literature which includes the drama, poetry, and prose of the century with emphasis on dominant themes in the literature. Selected works from: Donne, Jonson, Webster, Herbert, Herrick, Suckling, Lovelace, Marvell, Crashaw, Bunyan, Walton, Pepys, and Dryden. *3 semester hours*

**EN 359 Milton**

The study of the development of a poetic genius. The course proceeds from Milton's early poems, through his controversial prose, to his mature masterpieces: *Paradise Lost*, *Paradise Regained*, and *Samson Agonistes*. *3 semester hours*

**EN 360 Major Authors in English Literature II**

This is a course designed to provide English majors with an introduction to major literary figures and critical works of each important period in the development of English literature. The second semester, EN 360, is devoted to writers from William Blake to Dylan Thomas. *3 semester hours*

**EN 361 18th Century Literature: The Age of Pope and the Age of Johnson**

A selective survey of 18th century English literature which includes both The Age of Pope and The Age of Johnson. Authors studied include Pope, Swift, Fielding, Defoe, Richardson, Sterne, Collins, Gray, Johnson, Boswell, Goldsmith, Burns, and Blake. *3 semester hours*

**EN 364 The Rise of the British Novel: The Beginnings to Dickens**

An intensive study of the novel as a developing literary form over the first 150 years of its existence. Both stylistic and thematic aspects of this earliest or "traditional" phase of the novel are considered with regard to their historical evolution. Among the authors studied are Daniel Defoe, Henry Fielding, Laurence Sterne, Jane Austen, Emily Bronte, and Charles Dickens. *3 semester hours*

**EN 365 The Romantic Movement**

The study of the English Romantic poets and the revolution they caused in literature. A close reading of the poems of Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Attention is also given to the literary theories propounded in their prose writings. *3 semester hours*

**EN 367 The Age of Dickens: Byron to Hardy**

From Lord Byron to Thomas Hardy: The imaginative landscapes of selected 19th century British novelists and poets will be examined for their aesthetic, cultural, and psychological dimensions. *3 semester hours*

**EN 368 The Victorian Revolt**

A literary portrait of England in the 19th century. Selected novels of Dickens, Thackeray, Bronte, Butler, and Hardy recreate the human dramas in a turbulent period; selected prose of Carlyle, Mill, Newman, Arnold, Ruskin, Darwin, and Huxley presents the drama of ideas in the harsh climate of cultural change. *3 semester hours*

**EN 369 Irish Literature**

The purpose of this course will be to study the coming together of many apparently unrelated phenomena around the turn of the century to produce a unique and most unlikely phenomenon: the Irish Literary Renaissance. Initially, the course pursues readings in Irish history to firmly establish the background against which the drama of the Renaissance was played. The founders of the Abbey Theatre (Yeats, Lady Gregory, Martyn) and the Abbey's greatest products (Synge and O'Casey) will be read. The flowering of a poetry inspired by peculiarly Irish feelings, and carried out by a peculiarly Irish genius will then be read (Yeats, Stephens, Colum, "A.E.," Clarke, Campbell, and the '16 poets). In narrative prose, Joyce, Stephens, Moore, O'Kelly, MacNamara, O'Flaherty, O'Connor, O'Faolain, Lavin, and Beckett will be considered.

The course concludes with an evaluation of this Renaissance in terms of world literature, and a study of the literary descendants of the Revival (Behan, Johnston, Carroll, O'Brien, Macken, Kavanagh, McGahern, and others). *3 semester hours*

**EN 372 Comedy**

A survey of various forms of literary comedy from Aristophanes to Joseph Heller. Emphasis is on how comic writers use structure, character, tone, and convention to create comic forms, including festive comedy, satire, comedy of manners, farce, and "black comedy." Writers include Chaucer, Swift, Twain, Thurber, and Beckett. *3 semester hours*

**EN 374 The Modern British Novel: Henry James to the Present**

An analysis of significant developments in the British novel which occurred between the end of the 19th century and the contemporary period. Particular attention is paid to the great experimental novelists whose innovations radically changed the novel as a literary form and reflector of reality, writers such as Henry James, Joseph Conrad, D.H. Lawrence, James Joyce, and Virginia Woolf. *3 semester hours*

**EN 376 Inside Modern Drama**

Selected readings from Ibsen to the present. The focus of the course will be on structural and thematic analysis of major modern plays. There will be special consideration of cultural movements from which the plays arise. *3 semester hours*

**EN 377 Contemporary Drama**

A critical analysis of the contemporary drama from Beckett to the present. Topics for study will include: The Romantic Survival, Social Realism, Poetic Drama, Existential Drama, and Theatre of the Absurd. Particular emphasis will be placed on the role of the playwright as spokesman for his time. Trips to local theatres and to New York City will complement the class discussions.

*3 semester hours*

**EN 378 The Spirit of Place—Environment as a Shaper of Identity in America**

This course explores the psychological, sociological, and physical effects of the American Environment from the East coast to the West coast through essays, drama, novels and poetry. Through the writings of Arthur Miller, Tennessee Williams, Robert Frost, Emily Dickinson, Willa Cather, Edith Wharton, Nathaniel West, Wendell Berry, Philip Levine, M. Scott Momaday, among many others, the students will study the connection between place and soul as the sociological history of America unfolds chronologically. The student will be able to better understand his/her identity rooted in a particular place through the mirror of the literature.

*3 semester hours*

**EN 379 Film and Literature**

This course begins with a survey of the film industry's historical dependency upon literary properties. A comparison analysis is made of specific films adapted from novels, plays, short stories, and poems. The overall intention of this course is to provide the student with a historical and critical perspective on the film as an art form.

*3 semester hours*

**EN 380 Colonial American Literature**

This course is divided into three phases: Colonial literature (1607-1765), the literature of the Revolutionary Age (1765-1790), and the literature of the Early National Period (1790-1830). The first phase is primarily an examination of the Puritan writers and their ideational literature. The second considers the earliest stirrings of a national consciousness in the literature of the Revolutionary War period. The major emphasis of the course will be on the Early National Period and the major works of Brown, Irving, Bryant, Freneau, and Cooper.

*3 semester hours*

**EN 381 American Romanticism**

Starting with a discussion of Romanticism in general as an intellectual and historical movement, the course looks in depth into one of the most fertile periods of American literature, the American Renaissance (1830-1865). Emphasis will be placed on the divergent qualities of such romantics as Emerson, Thoreau, Poe, Hawthorne, Melville, and Whitman.

*3 semester hours*

**EN 382 American Literature: 1865-1920**

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American Literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser, and others.

*3 semester hours*

**EN 383 American Literature: 1920-1950**

The development of the modern American writer will be traced from the post-World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow, and others.

*3 semester hours*

**EN 384 American Literature: 1950-1980**

Significant developments in American fiction and poetry from the period immediately following World War II to the present. The writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton, and others.

*3 semester hours*

**EN 385 The Frontier in American Literature**

This course will explore the subject of the American frontier as a physical fact and as a continuing state of mind. The materials covered will range from the 17th century writings of the settlers on the Eastern seaboard through the responses to subsequent frontiers and the myths generated by this phase of American history. The materials, both fact and fiction, will include journals, novels and film.

*3 semester hours*

**EN 386 American Indian Literature**

The major focus of this course will be on novels, short stories and poems written by American Indian writers during the twentieth century. For purposes of background some attention will also be given to a number of significant works composed prior to this century. The texts will be examined primarily for their literary value, yet the course will also examine the broad image of American Indian culture that emerges from these works. Attention will be given to the philosophical, historical and sociological dimensions of the material.

*3 semester hours*

**EN 387 The American Novel**

Tracing the American novel from its imitative beginnings to its development as a unique literary form is the matter of this course. Representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc., will be examined during the semester.

*3 semester hours*



**EN 388 The World of Mark Twain**

Humorist, travel writer, novelist and social critic, Mark Twain, acclaimed the "Lincoln of our literature," ranks as a major figure in American literary culture. This course will explore the diverse imaginative landscapes of such works, among others, as *Roughing It*, *The Prince and the Pauper*, *A Connecticut Yankee in King Arthur's Court* and *Huckleberry Finn*.

*3 semester hours*

**EN 389 Literature and Religion: The American Experience**

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religio-ethical matters as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions.

*3 semester hours*

**EN 390 Modern Poets and Belief**

A reading of Yeats, Hopkins, Eliot, Frost, and Stevens. These poets — important in themselves — adopt various strategies in confronting the modern industrial and technological world. Their individual "beliefs" offer "a momentary stay against confusion" and provide striking contrasts.

*3 semester hours*

**EN 391 Myth in American Literature**

This course starts with an introduction to myth, in general, as an imaginatively conceived worldview or explanation of the meaning of life. Among the topics to be considered are the nature and genesis of myth, and the function of myth for the individual in the search for meaning and for the community in its search for collective meaning.

These ideas will then be applied to mythic themes which have given structure to the American experience, particularly to the Myth of Adam, the Fall, the Seduction of Innocence, and Coming of the Tragic Hero, and Rebirth and Redemption.

Among the American authors to be read are Emerson, Hawthorne, Melville, Howells, James, Dreiser, Fitzgerald, Faulkner, Flannery O'Connor, and Vonnegut.

*3 semester hours*

**EN 392 The City in Literature**

This course will explore literary evocations of the city, focusing in Fall 1990 on the nineteenth and twentieth centuries, from an international and interdisciplinary perspective. In many ways, a city is as much a mental landscape as a physical one; books on the city refer to it as image, idea, metaphor, vision, myth, catalyst. We will consider how these terms apply to a representation of a metropolis, as well as how one can look at the city as artifact, fiction, construct. Other possible topics for discussion include the traditional dichotomy of country vs. city, the relationship between gender and urban representation, and the connections between literature and other fields. Authors may include Balzac, Dostoevsky, Rilke, Woolf, Flanner, Dublin, Naipaul, Mahfouz, Achebe, Conrad, Marshall, Calvino.

*3 semester hours*

**EN 393 James Joyce's Ulysses**

Analysis and interpretation of James Joyce's comic novel, *Ulysses*. Emphasis will be on intensive reading of the text and extensive reading of related criticism and scholarship. Prerequisite: Reading of *Dubliners* and *Portrait of the Artist as a Young Man*.

*3 semester hours*

**EN 394 The Inklings: Tolkien, C.S. Lewis, Charles Williams**

"The Inklings" were a remarkable group of Oxford dons whose writings still influence millions of readers. As a recent literary phenomenon they deserve serious attention, both as a group and individually. The course will concentrate on their fictional works (the making of *Other Worlds*) as well as their literary theories. Some acquaintance with Tolkien's *Lord of the Rings* is presumed.

*3 semester hours*

**EN 395 The Adolescent in Literature (Coming of Age in Literature)**

This course addresses itself to two concerns: a study of the evolution of the idea of adolescence and the appearance of the adolescent in literature, and preparation for those who intend to teach English in high school. The course involves a study of the subject from an interdisciplinary perspective. Students are responsible for an independent study presentation. Works studied may include: Henry IV, Parts 1 and 2, *Romeo and Juliet*, *The Diary of Anne Frank*, and fairy tales and poems about coming of age.

*3 semester hours*

**EN 396 The Quest for Meaning in Children's Literature**

There is a large body of important literature for and about children which merits the attention of all serious students of literature. This course is an indepth study of the search for existential meaning in some old and modern works which reflect the child's view of the world and the adult's view of childhood. Readings will include *Classic Fairy Tales* (ed. by Opie), Grahame's *The Wind in the Willows*, E.B. White's *Charlotte's Web*, O'Dell's *Island of the Blue Dolphins*, and Oberski's *Childhood*. This course is not open to students who have taken EN 293, *Classics in Children's Literature*.

3 semester hours

**EN 397 Modernism in World Literature**

A comparative study of the period from roughly 1885-1940, focusing on fiction but also including poetry as well as developments in the other arts (painting, architecture, music, film). The course considers various concepts of modernism and the avant garde, beginning with Baudelaire; authors may include Hamsun, Kafka, Proust, Gide, Woolf, Stein, Olesha, Barnes, Bulgakov, Beckett, Hurston, Pirandello, Nabokov, Ellison, Garcia Marquez, Morrison. Possible topics for discussion are changing views of time and space, experiments with narrative development and presentation of character, the role of technology in twentieth-century culture, and new theories of language and the psyche.

3 semester hours

**EN 399 Independent Study**

See Department Chair for details. 3 semester hours

Program in

## Faith, Peace, and Justice Studies

**Director:** Cassidy

**Advisory Board:** Bongiorno (*Biology*); Buss (*Economics*); Carrier (*Campus Ministry*); Dinnean (*Faith, Peace and Justice Programs*); Fleitas (*Nursing*); L. Katz (*Business*); Lakeland (*Religious Studies*); Petry (*History*)

The Program in Faith, Peace, and Justice Studies is an expression of the Jesuit educational commitment which is fundamentally identified with the promotion of the values of peace and justice. The program is based on the principle that true peace is not only the absence of hostilities, but also requires the establishment of a just social order providing a decent and

dignified life for all. Accordingly, the minor provides the student with an opportunity for the systematic study of a variety of issues in world peace and social justice, as well as an examination of how different religions and philosophical traditions have thought about these values.

A minor in Faith, Peace and Justice requires a total of 15 credits, distributed as follows:

1. PO 115 Introduction to the Study of Faith, Peace and Justice.
2. Three electives from the University curriculum chosen in consultation with the Director of the minor.
3. The concluding seminar.

The introductory course and the concluding seminar will be team-taught by two faculty drawn from among a variety of academic disciplines. No course may be used to fulfill the requirements of both the student's major and the minor in Faith, Peace and Justice Studies.

Examples of courses students have taken in fulfillment of the electives requirement of the minor:

BI 75	Ecology and Society
EC 260	Marxism and Catholic Social Thought
EN 290	The Holocaust
FA 154	Political Art
* FPJ 120	Prophets of Nonviolence
* FPJ 123	Praxis of Faith and the Transformation of Culture
HI 288-9	Latin America
PH 288	Social and Political Philosophy
PO 114	Peace and War in the Nuclear Age
RS 137	Feminist Theology
RS 177	Nuclear Ethics
SO 141	Inequality in America
SO 142	Race and Ethnic Relations
MG 355	The Business Firm in Contemporary Society

\*These two courses are not formally within a department in the University. They are specific to the minor and are summarized below. The other courses are described in the various department offerings in this catalog.

**FP 120—Prophets of Nonviolence**

The goal of nonviolence is to return love for hate, ultimately overcoming evil with good. This course will introduce the student to the experience of nonviolence as expressed in the lives of Gandhi, Martin Luther King, Jr., Dorothy Day and Jean Vanier. Special attention will be given to the respective cultural and historical settings in which each individual lived. The student will also be faced with the implications of nonviolence for a life of faith committed to the struggle for peace and justice.

*3 semester hours*

**FP 123—The Praxis of Faith and the Transformation of Culture**

This course is conceived as a response to the need in contemporary society for Christian faith to address culture on the basis of the gospel of Jesus of Nazareth. Implicit in this is the understanding that the Church and the gospel are themselves inculturated, that is, they do not stand outside the processes of culture, but carry specific embodiments of faith in cultural form. Thus, the meeting of faith and culture is an intercultural clash. In the course, faith will be defined as the praxis of the human journey to and with God. Christian faith is set within the horizon of the life of Jesus of Nazareth. Culture will be defined as those aspects of human consciousness, as well as the unconscious, and their embodiments in society that contain the various meanings we attribute to human life and the values we choose to live by. Culture is the matrix of political, economic and social structures of society.

*3 semester hours*

---

## Department of Fine Arts

---

**Professors:** P. Eliasoph, Emerich, O. Grossman (*Chair*)

**Associate Professors:** Gish, Heath, Sutherland

**Assistant Professor:** LoMonaco, Schwab

**Lecturers:** Borck-Hart, Cafferty, Coyne-Maxwell, W. Davis, Dunne, Fitzsimmons, Helms, Mueller, O'Keefe, Resnick, I. Ryan, Shillea, Sill, Slepian, Taylor, Thompson, Torff

**Instrumental Instructors:** Bednarsky (guitar), Mueller (flute), Schoff (voice), Shillea (clarinet), Sonkin (piano)

The Fine Arts Department major offers a bachelor's degree in Fine Arts. Students may elect to concentrate in the following disciplines within the department: Art History, Music, Studio

Art, Theatre and Media Arts, Visual Design. A minimum of fifteen credits is required in each concentration. A minor in Fine Arts can be obtained upon completion of 18 credits required as a concentration. In addition majors will be advised how to fulfill the additional 15 credits required for the 30-credit Fine Arts major. For further information, consult the following professors:

Art History:	Philip Eliasoph
Music:	Orin Grossman
Studio Art:	Jane Sutherland
Theatre:	Martha LoMonaco
Visual Design:	Allan O'Keefe

In order to satisfy the Fine Arts core requirement of six credits, students must take three credits in a lecture course from the areas of art history, music history, drama, or film history. The remaining three credits may be taken from any of the Fine Arts course offerings with the exception of certain courses marked with an asterisk. These courses do not satisfy the core requirement.

Studio art and film courses require a materials fee. Students enrolling in these courses will be billed as follows:

All art studio and film history courses: \$35 per student per course.

Students who concentrate or minor in the Fine Arts are also eligible for internship programs (FA 310). Students may receive credit for gaining valuable practical experience in a variety of activities. Available internships include work at the Regina A. Quick Center for the Arts, local galleries, museums, historical societies, and television and radio stations.

In addition to its regular courses the Department sponsors a number of student performing groups including the Chamber Singers, the Fairfield University Chamber Orchestra, the Jazz Company, the Flute Choir, and the Guitar Ensemble. Members of these performing groups receive one credit for each semester. After three semesters, students may use the three credits to fulfill half of the Fine Arts Core requirement.

The Department also sponsors student productions in the newly constructed Regina A. Quick Center for the Arts. Four to six performances annually feature student casts, production and management personnel. Students perform in works from classic and current repertoire using the newest theatrical technology.



## I. Art History

The program in *Art History*, consistent with the humanistic traditions of Fairfield University, offers students the opportunity to study the traditions of art as a major vehicle for human thought and expression. The concentration in art history focuses on man's visual heritage through courses presenting the styles and themes of Western culture. Art history is an excellent discipline in preparation for a career in museum work, arts administration, advertising, marketing, communication, teaching, or commercial galleries and auction houses. In order to provide students with practical experience, a number of internships in these areas are available to qualified students. The program emphasizes direct student contact with works of art through a series of museum and gallery visits to New York City and New Haven.

All students concentrating in Art History are required to take 30 credits as follows:

FA 40-41 Introduction to Art History I & II	6 credits
At least one studio arts course	3 credits
At least three upper level art history courses	9 credits
At least one semester of museum or gallery internship or an independent research project (seniors only)	3 credits
Any three courses from the Fine Arts Department (art, history, music, theatre, studio art, or film)	9 credits
Total for major	30 credits

To complete a minor in Art History, students must complete a total of 18 credits as follows:

FA 40-41 Introduction to Art History I & II	6 credits
One studio art course (practical)	3 credits
Any three upper level art history courses	9 credits
Total for minor	18 credits

The format of all art history courses is illustrated slide lectures with informal student discussion. The rich heritage of the visual arts is presented in these slide lectures allowing students to observe the vast panorama of the visual arts. The courses listed below focus on the progres-

sive stylistic developments of western art from prehistory to the present.

### FA 40 Introduction to Art History I — Caves to Cathedrals

This course presents the history of art from its prehistoric beginnings to the highly developed forms of painting, sculpture, and architecture of the Gothic Age. In this survey from the caves to the cathedrals, we find how each civilization of the ancient and medieval world developed innovative techniques and artistic methods. This course teaches the basic concepts required for an understanding of prehistoric, Egyptian, Mesopotamian, Greek, Roman, and Early Christian art. Includes visits to major New York art museums.

3 semester hours

### FA 41 Introduction to Art History II — Cathedrals to Capitalism

This course presents a survey of Western art from the early Renaissance through the modern age. Masterpieces of art are used to illustrate the social, spiritual, political, and aesthetic issues of each nation. This course introduces the basic works of art, themes, and terminologies necessary for appreciating and understanding the visual arts. Includes visits to major art museums and collections. Note: FA 40-41 may be taken as a full-year course or as two separate courses.

3 semester hours

### FA 138 The Ancient Near East, Egypt and the Aegean Bronze Age

A survey of the cultures that flourished in Mesopotamia (Ur, Babylon, Nineveh, Persepolis), Egypt (Thebes, Amarna, Karnak, Luxor) and the Aegean basin (the Cycladic islands, Crete, Thera, Troy, Mycenae, Pylos) as early as 3000 B.C., with the invention of writing, and their domination of the eastern Mediterranean into the first millennium B.C. The distinctive artistic developments and architectural forms of these three enduring cultures will be analyzed as well as their impact on western civilization. Emphasis will be given to objects in area museums and field trips will be included.

3 semester hours

### FA 139 Greek Art and Archaeology

This survey will cover the major developments in architecture, sculpture and painting from the time of Homer to the collapse of the Hellenistic world. Consideration will be given to the formation of the panhellenic sanctuaries of Olympia and Delphi in the Geometric and Archaic periods and the rise of democracy under the leadership of Pericles in Athens culminating in the Parthenon of the High Classical period, to the creation of an empire under Alexander the Great. The legacy of the Greek achievement will be explored in the context of its impact on the Roman world and later art. Emphasis will be given to objects in area museums and field trips will be included.

3 semester hours

**FA 140 Etruscan and Roman Art and Archaeology**

A survey of the arts of the Etruscans, predecessors to the Romans on the Italic peninsula, and its impact on the Roman Republic. The development of Roman art and archaeology will then be traced from the Republic to the late empire, from the center of Rome and the achievements of Augustus to the official recognition of Christianity by Constantine the Great. Consideration will be given to the influence of the Greek legacy and Roman developments. Emphasis will be given to objects in area museums and field trips will be included.

*3 semester hours*

**FA 141 Art of the Medieval World**

Continuity and change in Christian Art from the catacombs through the building of the great Gothic cathedrals. Byzantine and Romanesque monuments are also included. Painting, the decorative arts, precious masterpieces of church, state, and castle will be examined. There will be a field trip to the Cloisters, medieval branch of the Metropolitan Museum of Art, to study from the original.

*3 semester hours*

**FA 143 Renaissance Art in Italy**

In its painting, architecture, and sculpture, we discover the re-emergence of the individual will in Renaissance society. Beginning with the new naturalism of Giotto and continuing through the High Renaissance in Rome with masterpieces by Bramante, Michelangelo, and Raphael, the artist asserted his influence on court and church. A social-economic focus is seen in the rising status of the artist from guild-oriented craftsman to the independent genius acting as the peer of dukes and kings.

*3 semester hours*

**FA 144 Baroque Art**

The shift from a terracentric to a heliocentric universe is demonstrated in the dynamic expressions of Baroque art. Through the art of Caravaggio and Rembrandt we sense a revolutionary painting style which probes human emotions and studies the psyche. In the exhilarating sculpture of Bernini the viewer enters into the artist's senses through a virtuoso display of color, light and plastic form. The architectural fantasies of Guarini, Longhena, and Borromini project some of the most exotic monuments and interiors of European civilization. The course attempts to explain how the visual arts reflected the theological and political upheavals of the 17th and 18th centuries.

*3 semester hours*

**FA 145 NeoClassical and Romantic Art of the 18th and 19th Centuries: Reason vs. Passion**

The course will uncover the varieties of Romanticism in Germany, England, France, and America, from the Rococo period to Impressionism. We will explore the Neo-Classic, the Pre-Raphaelite, the Realistic, and the Impressionistic styles of the Romantic movement by looking at such artists as David, Rossetti, Goya, Turner, Friedrich, and Delacroix. The course is intended to provide a basis for examining paintings of the 20th century.

*3 semester hours*

**FA 146 Modern Art**

The shifting styles and currents of modern art are studied from the realist Courbet and Manet and their contemporaries to the rebellious years of the Impressionists. The 20th century is explored from the Fauvists' explosion of color to the new spatial-physics of Cubism under Picasso. The triumphs and failures of modern civilization are documented in the experimental efforts of the Constructivists, Dadaists, Surrealists, and Abstract Expressionists. A principal concern in the course is the question: "What is the artist of the 1980's telling us about our contemporary world?"

*3 semester hours*

**FA 147 Impressionism and Post-Impressionism**

A study of the 19th century French art movement which revolutionized painting. Monet, Manet, Renoir, and Pissaro will be covered along with their contemporaries in Paris. Their students and followers, the Post-Impressionists with their innovations will also be included. Museum trips to study original works.

*3 semester hours*

**FA 148 World Architecture**

The major buildings and cities of the Western world, and why and how they were erected. The course concentrates on the influence of economics, sociology, psychology, and the environment on the art of building throughout history. We will also consider the engineering aspects of architecture as they developed with special emphasis on the present. The course is intended to develop an appreciation and enjoyment of architecture.

*3 semester hours*

**FA 149 American Architecture**

The art of building in America, from pre-Columbian times to the present. Tradition, economics, engineering, and environmental factors influencing its development. We will examine the home, the church, the school, the business center, and the sports complex as reflections of the American way of life. Special emphasis will be placed on the architecture of today. The aim of the course is to develop an understanding of the man-made environment, and its special relations to ourselves, as individuals and as a society.

*3 semester hours*

**FA 150 The Decorative Arts: An Introduction**

A survey of major historical styles in the decorative arts. Domestic architecture of corresponding periods will also be emphasized. Study from original buildings, antiques, private collections. Essential for students interested in historical restoration and preservation, art and antique collecting. Field trips. *3 semester hours*

**FA 151 Art and Mass Communication**

An examination of "image" and its purpose. Our aim is to analyze the impact of art on society, the economy, politics, and the individual. Using a thematic approach, we will examine the artist's image with an emphasis on the role of signs and symbols throughout history. In addition, we will look at the development of communication media such as film, TV, radio, and the press. The course should serve as a theoretical introduction to the value and use of art in the communication industry. *3 semester hours*

**FA 152 Art in America: Colonial and Early Republic**

The art of colonial America and the Early Republic from the 17th century Pilgrim settlements through the days of the founding fathers; Jefferson's original architecture, the elegant Federal and Neo-Classic periods up to the Civil War will be included. Architecture, painting, sculpture, and the decorative arts will be considered. Field trips and research projects based on original New England buildings, as well as paintings, furniture, etc., in public and private collections. Useful for students interested in American culture, historic restoration/preservation, collecting. Coordinated internship available to qualified students. *3 semester hours*

**FA 153 American Art: 19th and 20th Centuries**

This course continues with the arts and architecture of the Early Republic (see FA 152) and expands into the major movements and masters of American art from the Civil War to the present. In tracing the themes and artistic statements of American artists we take special notice of unifying national myths such as: the Founding Fathers, Manifest Destiny, America as the New Eden, the Frontier from the Rockies to the Lunar Surface, Heroes from Davy Crockett to Superman, and America as Utopia. Through the masterpieces of Church, Cole, Homer, Eakins, Sloan, Hopper, Pollock, Rothko, Wyeth, Warhol, and Fischl, we try to determine: "What is uniquely American about American art?" *3 semester hours*

**FA 154 Political Art: From Ramses to Reagan**

An examination of the representation of social and political events in Western art history from ancient Egypt to the contemporary presidency. An attempt is made to analyze the positive and negative effects of political artists/commentators on the course of events. Students will be asked to develop interdisciplinary projects connecting editorial cartoons, propaganda imagery, and agitprop posters to key events, such as the French and Bolshevik Revolutions, World Wars I and II, the Vietnam conflict, Civil Rights, and the issues of the morning newspaper. Recommended for students interested in the uses and abuses of art in international communication, advertising, and political campaigning. *3 semester hours*

**FA 155 History of the Graphic Arts: Prints, People, Process**

A history of the graphic arts from their beginning in the West until the twentieth century, including the media of woodcut, engraving, etching, lithography and silk-screen. An in-depth look at such master printmakers as Dürer, Rembrandt, Goya and Picasso, as well as an examination of the role of the printed image in dispensing information, illustrating the Bible, providing affordable art for the masses, and expressing the alienation of the modern artist. We will explore the chronological development of techniques, the difference between painted and graphic works in the careers of individual artists such as Whistler, the Impressionists and German Expressionists, as well as the relationship to major themes in European art movements. A field trip to see a collection of prints or an exhibition will be scheduled. *3 semester hours*

**FA 240 Museum/Gallery Curating**

This course explores the role of museum and gallery curator. Facets of curator's responsibilities will be explored dealing with the object, the museum, collectors, federal and corporate funding. Field trips. Art history prerequisites. *3 semester hours*

**FA 300 Independent Study**

An exploration in depth of a specific topic in the fine arts involving independent research and field study. Available to selected students upon approval of faculty and Chair. *3 semester hours*

**FA 301 Art Seminars Abroad**

A ten-day art history study tour of European countries offered annually during Spring recess or after final exams. Students visit major cities, sites, museums, and collections under the direction of a fine arts faculty member. Students may elect to join the tour on a credit basis requiring a paper or project to be submitted six weeks after return. See appropriate faculty member for details. Applications due last week of October, last week of January. *3 semester hours*



**FA 302 Special Topics Seminar**

An offering for study in-depth of a specific subject in the history of art conducted by a leading scholar in the field. Open to selected students. *3 semester hours*

**FA 310 Internship**

The Regina A. Quick Center for the Arts will provide qualified music and theatre students opportunities for practical experience using the best in high technology theatrical equipment.

Art history and studio art majors will learn museum planning, and organizational and exhibition techniques by working on gallery exhibits at the new University Art Gallery.

In addition, senior Fine Arts students may be placed in a number of regional art institutions including theatres, historical societies, and museums for professional internships. These are highly selective and require permission from a supervising professor before registration.

*3 semester hours*

**II. Studio Art**

The *Studio Art* Program at Fairfield offers a number of interrelated courses. Subjects include drawing, painting, sculpture, design, and photography, materials and tools, and exercises in form, color, aesthetics, and concepts. The courses are designed to promote optical and tactical sensitivity, manual dexterity, and a clear understanding of creative processes.

Required courses: Students concentrating in Studio Art take 15 credits as follows:

FA 160-260 Introduction to Drawing and Painting	6 credits
FA 164 Basic Design	3 credits
FA 161 Drawing I	3 credits
FA 165 Design and Color	3 credits

In addition, students must complete another 15 credits within the Fine Arts Department. Please consult with your advisor to decide which courses will be most appropriate in fulfilling your educational needs.

Total major 30 credits

The Fine Arts Department also offers a minor in Studio Art. Students must complete 18 credits as follows:

FA 160-260 Introduction to Drawing and Painting	6 credits
FA 164 Basic Design	3 credits
Three other courses selected with the advice of the faculty	9 credits

Note: FA 160-260 and FA 170-270 must be taken for the full year.

**FA 160-260 Introduction to Drawing and Painting**

A course designed for beginner and intermediate students in the basic skills of drawing, painting, and seeing. Class work and outside assignments will be directed toward developing each student's unique and particular style of visual expression. *6 semester hours*

**FA 161 Drawing I**

Principles of form, line, and spatial composition are regularly stressed, as are attitudes toward subject matter. This course approaches drawing as a basic organizer of seeing, thinking, and feeling.

*3 semester hours*

**FA 163 Pastel**

Students use pastel and painting techniques to combine the practical elements of drawing and painting. Specific studio assignments will develop an understanding of color, texture, organization, and attitude toward subject matter. *3 semester hours*

**FA 164 Art Fundamentals**

This introductory course to the visual arts involves practice with problems of color, line, and spatial organization of form and image. Regular critique of the student's work is an integral part of the course. For beginner and intermediate. *3 semester hours*

**FA 165 Design and Color**

Color has provided artists and designers qualities that range from the primarily structural to the primarily emotional. This course offers a practical approach to the study of color through studio projects on the nature of color interaction, color and form, color and mood or expression. *3 semester hours*

**FA 166 Figure and Portrait Drawing**

Drawing from life: the study of rhythm, gesture, and mass will develop the student's ability to draw the human figure in action and repose. *3 semester hours*

### FA 167 Figure and Portrait Painting

Painting from life: the study of rhythm, gesture, and mass will develop the student's ability to paint the human figure in action and repose. *3 semester hours*

### FA 169 Watercolor

An introduction to the techniques and theory of watercolor painting. This course involves practical approaches to pen and ink drawing for watercolor, use of washes, and both monochromatic and full-color painting techniques. Some study of master watercolor artists. *3 semester hours*

### FA 170-270 Sculpture

A traditional approach to sculpture. Portrait and figure using a live model are sculpted in clay and cast in plaster. *3 semester hours*

### FA 177 Three-Dimensional Design

A contemporary approach to sculpture exploring modern materials, techniques, and ideas. Emphasis on the design quality of both representational and non-objective sculpture. *3 semester hours*

### FA 250 Oil Painting

This course requires one prior course in studio art, or by arrangement with the professor. It seeks to introduce students to techniques and methods of oil painting. The course begins with a study of Renaissance and traditional "old master" techniques. The course continues with late 19th century, "modern masters," and contemporary methods. Students will learn how to prepare a canvas for painting and how to develop a visual idea in the oil medium.

### FA 261 Drawing II

A further exploration (see FA 161) in drawing leading to a personal development of technical skills. This course can be taken independently of FA 161. *3 semester hours*

### FA 275 Seminar in Painting

This is a tutorial for art majors and students with some previous background. Independent projects in drawing and painting are structured for each student. Critiques and discussion of the work of major artists comprise a regular part of the format. Permission to enter this course must come from the supervising professor. *3 semester hours*

### FA 300 Independent Study

Usually open only to students concentrating or minoring in Studio Art, this course allows a student to explore a specific problem in the visual arts under the guidance of a faculty member. Students must have the approval of a faculty member before registering for this course. *3 semester hours*

## III. Visual Design

This concentration introduces the student to both historical foundations and practical aspects of graphic design. Recommended for students interested in pursuing a career in advertising, publishing, commercial design founded on a strong art historical and studio background. Some of these classes are conducted in conjunction with the School of Continuing Education.

Required courses:

FA 164 Basic Design	3 credits
FA 171 Drawing & Presentation	3 credits
FA 267 Graphic Design I (SCE)	3 credits
FA 268 Graphic Design II (SCE)	3 credits
FA 173 Visual Design	

or

FA 174 Ideas and Images for Commercial Marketing	3 credits
<b>Total</b>	<b>15 credits</b>

In addition, students must complete another 15 credits within the Fine Arts Department. Please consult with your advisor to decide which courses will be most appropriate in fulfilling your educational needs.

**Total major 30 credits**

### FA 171 Drawing and Presentation\*

An introduction to drafting techniques for the preparation of architectural interior drawings. This course emphasizes the drafting and detailing of room plans, elevations, and sections. Drafting for architectural purposes will be covered as well as drawings for client presentation. *2 semester hours*

### FA 172 Techniques of Photography\*

An introductory course in black and white photography for the serious beginner, covering camera formats, aperture and shutter controls, exposure, film development, enlarging and printing, contrast controls, and dodging and burning techniques. Extensive time will be devoted to darkroom methods with individual assistance. Historical and contemporary work will be shown to increase visual awareness, and to provide the student with the means of criticizing his or her own work. A 35 mm camera is required. *3 semester hours*

\*These courses do not satisfy the core requirement.

**FA 173 Visual Design for Communication\***

A basic course in the application of design theory to problems of visual communications, providing students with their first experience in applied design. This course develops proficiency in the language of visual form: craftsmanship, visual sensitivity, and problem solving are emphasized. A useful course for students interested in the practical techniques of television and media graphics. *3 semester hours*

**FA 174 Ideas and Images for Commercial Marketing\***

This course is intended to make students aware of design, packaging, and promotion techniques presently being used in the marketplace. It combines aesthetic choices with the practical demands of commercial marketing. Students will produce portfolios through practical class demonstration — developing their abilities to conceptualize and execute visual marketing projects. Recommended for students interested in graphic communication and visual design. *3 semester hours*

**FA 265 Paste Up and Mechanicals\***

This course covers the basics of printing, typography, and copy-fitting, with primary focus on art studio skills, terms, and procedures. Each class consists of lecture/discussion and workshop. The student learns to assemble paste ups, mechanicals, and comps. Each student completes a series of comprehensive and mechanical projects, progressing from simple to complex. *3 semester hours*

**FA 266 Fundamentals of Design and Production\***

This workshop provides an understanding of the design, preparation, and ultimate production of a variety of promotional graphics. Emphasis will be placed on the use of color and the many facets of paper. Included are basic typography, copyfitting, the differences between cold and hot type setting, scaling and cropping of photographs. Finished printed pieces are shown, from concept to conclusion, concentrating on all three steps. *3 semester hours*

**FA 269 Preparation and Presentation of Portfolios\***

A workshop for experienced design students or professionals who wish to expand their presentation abilities as well as upgrade their portfolios. Emphasis will be placed on developing rough concepts for a full range of hypothetical client needs. The focus of this work will be to generate professionalism and to build confidence in the student's ability to provide the well thought-out concepts that are expected by today's clients. *3 semester hours*

**IV. Theatre and Media Arts**

This program offers a balance between theoretical and practical courses in production, performance, writing, and dramatic literature. Students also participate in the extensive activities of the University Playhouse for experience in every area of production including business management, advertising, design, construction, and performance.

Students in this concentration take the following program:

1. Nine credits from the following required courses:

FA 10	Introduction to the Theatre
FA 103	Modern European Theatre
FA 104	American Drama

2. Six credits from the following options:

FA 100	Communication Media
FA 105	Technique and Theory of Production
FA 106	Creative Writing for the Media
FA 110	Stagecraft I
FA 115	Speech and Movement
FA 116	Improvisation

Total 15 credits

In addition students must take 15 additional credits toward a 30-credit major.

The Department also encourages internships at the Playhouse and at area theatres. In addition, the Department offers a minor in Theatre and Media Arts. Students take 18 credits as follows:

FA 10	Introduction to Theatre
FA 100	Communication Media
FA 110	Stagecraft I

Two of the following:

FA 210	Stagecraft II, Scenic Design
FA 211	Stagecraft III, Lighting Design
FA 115	Speech and Movement
FA 116	Improvisation

**FA 10 Introduction to the Theatre**

A selective and critical study of the development of world theatre. The aim is to discover the varying functions of drama as man searches for self-realization through myth, mystery, and reason. Selected readings from Greek, Roman, Renaissance, and Modern drama. *3 semester hours*

\*These courses do not satisfy the core requirement.



**FA 100 Communication Media**

The basic requirements and vocabulary for a career in communication. This course is designed for those who may consider a career in television, film, journalism, or theatre.

*3 semester hours*

**FA 103 Modern European Theatre**

An analysis of the content, form, and style of Europe's most prominent 20th century playwrights. A study of their influence on the development of drama to evaluate their relevance to the contemporary scene. Play readings from Ibsen to Pinter.

*3 semester hours*

**FA 104 American Drama**

The development of American theatre through the 19th and 20th centuries. Study and analysis of the special problems affecting the development and changes in American society as seen through American theatre production. Study includes American playwrights, filmmakers, composers, and lyricists.

*3 semester hours*

**FA 105 Technique and Theory of Production**

A course designed for the writer, producer, and actor. Shakespeare and others are analyzed for modern interpretation, production, alteration, and adaptation — from the absurdist concept to the musicalized adaptation. Each student is expected to complete a thesis or production book for an original interpretation or adaptation of one of Shakespeare's plays.

*3 semester hours*

**FA 106 Creative Writing for the Media**

An intensive study of preparing the scenario, plotting, structure, and characterization. The student begins by writing simple pantomimes and through a variety of exercises is led to complete a scenario for a major work for television film or theatre.

*3 semester hours*

**FA 107 History of Theatre I**

This course surveys the history of theatre and performance (dance, pageantry, spectacle, and popular entertainments) as a mirror of its times. The course begins with the Greek and Roman theatre and continues with religious drama, early Japanese and Indian performance, and British and European theatre and popular entertainments through the 18th-century. Theatre trips will be included.

*3 semester hours*

**FA 108 History of Theatre II**

This course surveys the history of theatre and performance (dance, pageantry, spectacle, and popular entertainments) as a mirror of its times. The course begins with 18th-century drama and continues to the present. American, Russian, and Chinese developments will be considered. Theatre trips will be included.

*3 semester hours*

**FA 110 Stagecraft I**

Introduction to the technical aspects of theatre production. Historical overview of the physical stage from its beginning to the present, including the use of scenery, lighting, and design. Basic techniques of set construction and rigging, lighting, and electronics for today's theatre. Attendance at Saturday work sessions for additional credit.

*3-4 semester hours*

**FA 115 Speech and Movement**

Emphasizing the craft of communication in the study and practice of self-expression through voice and movement. Voice production, control, and diction along with body language as fundamental to human communication. Participating students are urged to opt for the fourth credit offered for participation in an additional hour of rhythm exercises designed for body control and discipline.

*3-4 semester hours*

**FA 116 Improvisation**

This course will stress the creative aspects of performance, utilizing the improvising methods developed by Viola Spolin and others. Students will develop self-communication through self-awareness, by participating in theatre games and exercises aimed to elicit natural response in performance situations.

*3 semester hours*

**FA 130 Art of Film: Production & Appreciation**

Covers such aspects of film production as technological development, camera movement, composition, lenses, angles, lighting, sound, editing, animation, and special effects. The course provides an overview of the art of film as related to realistic and expressionistic film theories through study of experimental, documentary, and feature films. In addition, students will work up a script, storyboard, and make a simple film of their own.

*3 semester hours*

**FA 131 The Early Film**

Course is both a survey of world film history and an introduction to film criticism and analysis. The course will consider the early film with emphasis on the origins and development of the techniques of motion picture art. Relevant genres, filmmakers such as Griffith and Eisenstein, and historical events will be traced from the nickelodeon era through the emergence of sound in the 1930's.

*3 semester hours*

**FA 132 The American Film**

Course covers the period in the history of film from the early sound films of the '30's to the present. Critical analysis and discussion will center on major technological advances, historical-social influences, prominent filmmakers such as Ford and Capra, genres, and themes in the era of the "Hollywood film."

*3 semester hours*

**FA 133 The Foreign Film**

Covers period from early sound films of the '30's to the present. The course will survey classic films, important directors, and major developments in the cinema of such countries as Germany, Russia, Italy, France, Sweden, and Japan. Emphasis is placed on the individual cinematic style and social-political climate of the countries chosen for discussion, including such movements as French New Wave and Italian Neo-realism.

*3 semester hours*

**FA 210 Stagecraft II, Scenic Design**

The course will cover the elements of scenic design from the initial reading of the script and discussions with the director, to the finished model or blueprints. Designs of the forerunners in 20th century scenography, such as Appia, Craig, BelGeddes, will be studied to aid the student in creating an environment for the actor. Students will be required to complete a design project. Attendance at Saturday work sessions for additional credit.

*3-4 semester hours*

**FA 211 Stagecraft III, Lighting Design**

The course will concentrate on the effect of light and color on the stage, and will include the elements of lighting design: execution of drawings, the lighting plot and section, color media, working collaboratively with the director and scenic designer. Classical design work of personalities such as McCandless, Rosenthal, Melziner will be investigated to aid the student in the completion of a required design project. Attendance at Saturday work sessions for additional credit.

*3-4 semester hours*

**FA 220 Technique and Art in Directing**

An analysis of the principles governing the director's image and interpretation of a play. The course includes the historical references to the origin of a play's presentation but concentrates on the contemporary interpretation, including those current technical and artistic means available to the director. Emphasis is placed on the authority of the director and his responsibility to the work.

*3 semester hours*

**FA 230 Special Topics in Film**

Each semester that it is offered, the course will take up a different aspect of film study. The course may concentrate on a specific genre (the Western, film noir, etc.) or the films of an important director (Hitchcock, Bergman, etc.) or on a particular theme (anti-heroes, women in film, etc.). Topics for a given semester will be posted before registration. The course may be repeated once with permission of the instructor; students who have taken any previous film courses will be given priority.

*3 semester hours*

**V. Music**

The Department of Fine Arts offers a concentration in Music, which aims at a balance between history and theory. Students must fulfill the following requirements:

1. Two required courses:  
FA 190 and FA 290 6 credits
2. Two of the following courses:  
FA 181, FA 182, FA 183,  
FA 184 6 credits
3. One of the following courses:  
FA 185, FA 186, FA 187 3 credits  
Total 15 credits

In addition, the student will take 15 credits within the department in consultation with the music faculty.

The Fine Arts Department also offers a minor in Music. Students must complete 18 credits as follows:

- |                                     |           |
|-------------------------------------|-----------|
| FA 190 and FA 290                   | 6 credits |
| Either FA 182 or FA 183             | 3 credits |
| Either FA 185, FA 186, or<br>FA 187 | 3 credits |

Six additional credits chosen in consultation with the faculty

**A. Music History****FA 80 Introduction to Music**

This course assumes no knowledge of music. Through listening to live and recorded music, it enhances the student's enjoyment and understanding of music. An overview of the history of music, stressing the relationship between the art of music and the history of humanity.

*3 semester hours*

**FA 181 Bach and Beethoven**

This course examines the lives and music of two masters. The first half of the course explores the great secular and religious music of Johann Sebastian Bach, the last great exponent of baroque style. The second half of the course investigates the life and works of Ludwig von Beethoven, the composer who more than any other represents the struggle for artistic truth.

*3 semester hours*

**FA 182 Music of Classical Era**

During the Classical era (about 1750 to 1830) music shifted from an aristocratic concern to the favorite popular art of the middle class. The course will examine the lives and music of the three most important composers of this period — Haydn, Mozart, and Beethoven.

*3 semester hours*

**FA 183 19th Century Romanticism in Music**

A comprehensive survey of the 19th century Romanticism in music. The music of the Romantic era contains some of the richest masterpieces in music history. In addition to the music of Beethoven, Chopin, Verdi, Wagner, etc., the course will consider the relationship between music and the other arts. *3 semester hours*

**FA 184 Music of the 20th Century**

This course is an introduction to the mainstreams of music of our time. We begin with Debussy, Ravel and the French moderns. After investigating the music of Stravinsky, Bartok, and other European composers, we will conclude with such modern trends as electronic music, film music, jazz, and rock. *3 semester hours*

**FA 185 Music Drama, Moving People**

This course examines the theatrical music performed on various kinds of stages. Rock and roll, jazz, the American musical, operas, and ballet will be studied from several perspectives. We will delve into their roots and growth. We will learn how each genre reflects its society. We will examine the power each has to move people politically, socially, intellectually, emotionally, and sexually. *3 semester hours*

**FA 186 Popular Music in America**

Few countries have so vital and strong a tradition of popular music as the United States. Enriched by the music of many ethnic groups, popular music actually encompasses many traditions. This course begins with some of the entertainments of the 19th century — minstrel shows, early vaudeville — and continues with the various popular styles of the 20th century. Special attention will be given to the social values and attitudes which the music promotes or reflects.

*3 semester hours*

**FA 187 American Music**

The United States has a rich musical tradition of its own. This course begins with Indian songs and chants, New England psalm-singing, and early Southern hymns. We continue with music by Foster, Ives, Copland, and Gershwin. Special emphasis is placed on jazz as America's great musical art form. *3 semester hours*

**FA 188 A History of Music for the Orchestra**

This course traces the development of the symphony orchestra, one of the most important cultural institutions of the modern age. From its beginnings in the small private bands of the nobility, we will follow its growth to the huge public institutions of today.

The course will concentrate on the rich musical heritage created for the orchestra as well as the social factors influencing the orchestra. *3 semester hours*

**FA 189 A Survey of Piano Music**

No instrument has been more important than the piano in the development of music from 1750 to the present. It has been central to classical, jazz, and popular music. It has been the most important household instrument for over 200 years. This course will trace the development of the piano and piano music from its origins in Italy around 1730 through the present and will examine the different uses of the instrument in classical, jazz, and popular music. There is no prerequisite, but the course will be more enjoyable for those who have some piano background. *3 semester hours*

**FA 204 The American Musical**

There is growing recognition that the American musical is one of the significant American contributions to 20th century culture. This course traces the diverse and complex ancestry of the American musical from English ballad operas, Viennese operettas, minstrel shows, and vaudeville. We then consider the different varieties of musicals — musical comedies, book musicals, concept musicals, etc. Field trips to theatres and special guests from the professional world are an important part of the course. Prerequisite: one music history or theatre course, or permission of the instructor.

*3 semester hours*

**B. Music Theory****FA 190 Rudiments of Music**

This course will introduce students to the basic concepts of music theory. Beginning with the notation of pitch and rhythm, the course investigates the major and minor key systems, intervals, chord construction, transposition, the notation of melodies, etc. This course has no prerequisites and presupposes no knowledge of music theory. *3 semester hours*

**FA 290 The Anatomy of Music**

This course is a continuation of FA 190, Rudiments of Music. We will continue to build a theoretical foundation by studying 7th chords, part-writing, chromatic harmony, etc. We will also apply these skills by analyzing a number of classical and popular scores. Those interested in writing original music will have an opportunity to do so. Some methods of ear-training will be discussed. Prerequisite: FA 190 or permission of instructor.

*3 semester hours*



## C. Performance

### FA 4A Chamber Orchestra

This performance ensemble helps musicians develop their orchestral skills further by playing in a chamber orchestra. Students are given instruction in ensemble, group playing, phrasing, and interpretation. This course may be taken repeatedly and, after three semesters, may be used towards the Fine Arts core requirement.

*1 semester hour*

### FA 4B Flute Choir

This performance ensemble helps flutists to develop their abilities further by playing in chamber groups under supervision. Students are given instruction in ensemble, flute technique, and interpretation. This course may be taken repeatedly and, after three semesters, may be used towards the Fine Arts core requirement.

*1 semester hour*

### FA 4C Jazz Band

This performance ensemble is open to musicians who wish to develop their skills in jazz performing. Students rehearse and receive instruction in performing and improvising in different styles of jazz, from swing to fusion. This course may be taken repeatedly and, after three semesters, may be used towards the Fine Arts core requirement.

*1 semester hour*

### FA 4D Guitar Ensemble

This performance ensemble is open to guitar players who wish to develop their skills and abilities in a group. Students rehearse and receive instruction to various aspects of guitar playing in different styles. This course may be taken repeatedly and, after three semesters, may be used towards the Fine Arts core requirement.

*1 semester hour*

### FA 6 Chamber Singers

A mixed choral ensemble dedicated to the learning and performing of significant choral repertoire. Members of this highly competitive group are drawn from the larger Fairfield University Glee Club. Membership by audition only.

*1 semester hour*

### FA 194-195 Applied Music (Various Instruments)

The department provides instruction for majors and non-majors alike in piano, flute, guitar, and a variety of other instruments either for credit as a sixth course or for no credit. This instruction carries an extra charge above tuition and usually involves one hour lesson per week at a time arranged with the instructor. Interested students should see a member of the Music Department during the first week of the term.

*2 semester hours*

### FA 280 Performance Workshop (Chamber Music)

This course is designed for students who play an instrument and read music and would like an opportunity to study and rehearse, under supervision, music for small groups. Enrollment is limited, and permission of the instructor is required.

*3 semester hours*

## French

*(See Modern Languages)*

## German

*(See Modern Languages)*

Program in

## Greek and Roman Studies

**Professors:** Kelley, Rosivach (*Director*)  
**Liaison Faculty:** Long (*Philosophy*)

The basic courses provided by Greek and Roman Studies aim at securing the proficiency in the Latin and Greek languages indispensable for a firsthand scholarly examination of classical antiquity. The "B.A. with Classics" program, comprising two years of Latin and Greek, seeks to give students who will major in a field other than classics as wide a background in classical antiquity as time will permit both as an aid to their general cultural education and to assist them in their own major fields. Students may also pursue a minor of five courses drawn from the Program's offerings and from related courses in other departments; at least one of these courses must be a language course on the 300 level. The Program also makes available as a general service to the University courses both in English and the original languages for those interested in various specific aspects of classical antiquity.

## Classical Civilization

### CL 115 Greek Civilization

A study of the Greek experience, of the social and cultural values, political institutions and economic structures of the ancient Greeks and their effect on the historical process in the period down to the death of Alexander. (A knowledge of Greek is not required.)

*3 semester hours*

### CL 116 Roman Civilization

A study of Roman history through the prism of the first century B.C., the period of the collapse of the Republic and the establishment of the Empire. We will try to understand how this fundamental change occurred, how it was conditioned by Rome's earlier history and how that earlier history was in turn reinterpreted by the Romans themselves in the light of first century events, and finally how these events affected subsequent Roman history in the first centuries A.D. (A knowledge of Latin is not required.)

*3 semester hours*

*CL 115-CL 116 may be taken to fulfill the core requirement in history.*

## Greek

### GR 11 Elementary Attic Greek

Grammar of Attic Greek; readings in easier authors to develop a practical reading knowledge of ancient Greek.

*3 semester hours*

### GR 21-22 Intermediate Greek Readings

Intensive reading of selected authors of moderate difficulty in various genres, with extensive readings in translation, to give a survey of classical Greek literature. Prerequisites: GR 11 or equivalent. *6 semester hours*

*May be taken to fulfill the core requirement in foreign languages.*

### GR 325-326 Advanced Greek Readings

Extensive readings of selected works of ancient Greek literature. Prerequisite GR 21-22. *6 semester hours*

## Latin

### LA 11 Basic Latin

Intensive study of Latin grammar. Students who complete this course will normally continue in LA 21-22.

*3 semester hours*

### LA 21-22 Readings in Latin Prose & Poetry

For students with a background of high school Latin or its equivalent, this course attempts to fill out that background by extensive readings in the principal authors and genres not read in high school.

*6 semester hours*

*May be taken to fulfill the core requirement in foreign languages.*

### LA 321-322 Latin Poetry

Extensive readings of selected authors of Latin poetry. Prerequisite: LA 21-22. *3 semester hours*

### LA 323-324 Latin Prose

Extensive readings of selected Latin prose authors. Prerequisite: LA 21-22. *3 semester hours*

---

 Department of

## History

---

**Professors:** Danahar

**Associate Professor:** DeAngelis (*Chair*)

**Assistant Professors:** W. Abbott, Bucki, Davis, Kazura, McFadden, Petry

The Department of History introduces students to the richness and complexity of the human experience. The discipline of history trains students to understand history as "process": to research, analyze, synthesize, and critically evaluate evidence. To the historian, factual information is never an end in itself, but a means to understand how the conditions of our own day evolved out of the past. Those who major or minor in history receive a broad preparation for entrance into graduate school and the traditional professions of law, government, foreign service, journalism, business, and teaching. The Department participates in interdisciplinary programs with other departments in the American Studies Program, the Asian Studies Program, the Latin American and Caribbean Studies minor, and the University Honors Program. Students who attain high standards of scholarship are sponsored for membership in the Department's Psi Theta Chapter of Phi Alpha Theta, the International Honor Society for History, and participate in the special programs under its auspices.

For the B.A. degree in history, the major must complete at least nine upper-division history courses (100 level and above) including four courses designated as "advanced." To ensure a broad background in historical study, majors are required to complete two upper-division courses in European history (at least one course of which shall be in European history prior to 1700), two upper-division courses in American history and two upper-division courses in Third World history (Asia, Eastern Europe, Latin America, Middle East). The history minor must complete five upper-division courses with at least one course in each of the three major fields of history (American, European, Third World), and including two courses designated as "advanced."

To ensure a well-planned and coordinated program, students are required to work closely with their history faculty advisor.

### Introductory Courses

The University requires that all students take two history courses as part of their humanities studies within the liberal arts core curriculum. This requirement is fulfilled by HI 30 plus one intermediate-level course.

#### HI 30 The Foundations of "Modernization" in the West, 1500-1871

Under the impetus of the Renaissance and Reformation the Western world began the process of "modernization" by re-examining its concept of society, its political, religious, and economic institutions, and the individual's relationship to them. The rise of the nation-states and imperial rivalries opened European contact with the rest of the globe. The Scientific Revolution and the Enlightenment accelerated the intellectual search for truth which found political expression in revolutions in Great Britain, the United States, and France. Topics will include the rise of capitalism and the Industrial Revolution which transformed the economic basis of society; syndicalism, socialism, and Marxism as attempts to redress the economic disparity; the unification of Germany and Italy, and the development of the alliance system and military technology which heightened instability and created problems that persist in the world today.

*3 semester hours*

### Intermediate Courses, 200-299

**All intermediate courses require HI 30 as prerequisite.**

#### HI 200 The Birth of the Post-Modern World, 1850-1950

In the second half of the 19th century industrial, social, and scientific progress enables the West to conquer the globe. But the increasing mechanization of society brings the alienation of the individual and the growth of class and racial antipathies. A wave of "-isms" (Marxism, nationalism, imperialism, etc.) increases the stress. Ultimately the impact of two world conflicts demonstrates the fragility of Western supremacy and raises major problems of relationships with the Third World and the social revolutions within the old system.

*3 semester hours*



**HI 201 Europe Enters the 20th Century, 1870-1920**

Germany and Italy emerge as national states. Industrialization creates a new world and science and technology contribute to its triumphs and disaster. The culture of chaos, despair, and exhilaration. The scramble for colonies, militarism, the naval race, and power diplomacy make war inevitable while radical groups gain strength beneath the glittering surface. The United States and Japan become world powers. World War I and the suicide of a civilization. *3 semester hours*

**HI 202 Power Politics and the Emergence of Superpowers, 1870-1950**

This course considers the development of modern nation-states and the emergence of the present superpowers. It treats trends and changes in the later 19th century and the first half of the 20th century. The growth of the major powers, their rivalries and alliance systems are studied as background for the coming of World War I. The failure of the Treaty of Versailles to provide a lasting peace led to another devastating war and the onset of the Cold War and the Korean War. *3 semester hours*

**HI 203 The High Middle Ages**

The High Middle Ages of the 11th, 12th and 13th centuries attempted to reconcile the conflict between the institutional order of the Church, Empire, universities, guilds and towns, with the popular practices of heresy, superstition, cultism and social protest. This course will explore the attempts to bring about what has been described as medieval Christendom. *3 semester hours*

**HI 211 Modern Germany I**

The long road to Hitler begins. The tragic duality of German history — saviors and savages, soldiers and artists. Luther's break with Rome creates the neversolved problem of one Germany or two. The Hapsburg and Hohenzollern struggle for leadership pits universalism against nationalism. Germany embraces and then rejects the Enlightenment. The impact of the French Revolution and Napoleon forces the Germans into a united effort which, after the disastrous Revolutions of 1848, is crystallized into a national state by Bismarck. The Second Reich is born as a militarist, newly industrialized Germany. *3 semester hours.*

**HI 212 Modern Germany II**

A united Germany achieves world-power status and becomes an industrial and imperial leader. William II stumbles into World War I. The Versailles Treaty dooms Germany's Weimar experiment with democracy. The events that led to Hitler. The Third Reich — dreams, doom, and damnation. The Holocaust and its heritage — World War II and another defeat. The two post-war Germanies—problems and divergence. The turbulent road to reunification. *3 semester hours.*

**HI 216 Rise of the British Empire**

This course will examine British overseas expansion between 1497 and 1828: the Tudor-Stuart conquest of Ireland, the establishment of the North American colonies and West Indian plantations, the growth of British power in India during the 18th century, and the early phases of British rule in Canada, Australia, and South Africa. The causes and effects of imperial expansion will be studied from the standpoints of British political development, British society, the English-speaking colonists, and the native peoples of the empire. *3 semester hours*

**HI 217 Empire to Commonwealth**

Continues the examination of the British empire, from its great 19th-century expansion into Africa and Asia to its eventual crumbling under the impact of 20th-century independence movements and global war. Students will compare the various independence movements, from the relatively peaceful transitions of Canada and Australia to the more violent ones by Ireland, South Africa, and India. The course will finish with an examination of the current racial and cultural conflicts that beset Britain's former colonies, with particular focus upon Ireland and South Africa. *3 semester hours*

**HI 218 The Renaissance and Reformation**

The invention of the individual in the Italian Renaissance, and further developments by the great Northern Humanists (Petrarch, Boccaccio, Castiglione, Erasmus, Montaigne, Cervantes). Visions of society and the realities (Dante, Marsiglio of Padua, Machiavelli, More, Rabelais). God and Man (Erasmus, Luther, Calvin, Trent, the Jesuits, the Radicals). The Expanded Universe: the discovery of America and the new astronomy. *3 semester hours.*

**HI 238 The Emergence of Urban-Industrial America, 1860-1900**

A study of the massive changes in the economic, political and social life of the United States which occurred during the four decades from the Civil War through American overseas expansion in the closing years of the 19th century. Of prime concern are the factors that transformed America from an agrarian republic into an urban-industrial society. *3 semester hours*

**HI 242 American Immigrant History**

The United States considered as a mosaic made of various immigrant groups; this study will deal separately with the ethnic problems of each group. The study involves the origins and character of immigration problems as a whole; the impact of immigration on American society such as government policy, the roots of nativism, assimilation; the debate over assimilative theories such as cultural plurality, melting pot. *3 semester hours*

**HI 245 History of American Political Parties I**

This course is concerned with the development of the American political party system from the pre-party era of the infant republic to the collapse of the national party system in 1860, contributing to the Civil War. Among the major topics examined in this course are the pre-party political institutions and structure in the United States; the emergence of a two-party system in American government precipitated by the Hamiltonian-Jeffersonian conflict of constitutional interpretation; the decline of the Federalist party and the rise of one-party national government followed by the re-emergence of a new two-party system with the split in the Democratic-Republican party due to the rise of Jacksonian Democracy. The course concludes with an examination of the inability of the new Democratic and Whig Parties to solve the "slavery crisis" and function as national bonds of unity, thus contributing to the outbreak of Civil War.

*3 semester hours*

**HI 246 History of American Political Parties II**

In this course the changing nature of the American political party system from the Civil War to mid-20th century is studied. Among the major party problems examined are: the attempts of the Young Republic Party to develop into a truly national party, the Democratic party's resurgence during the "era of Reconstruction"; the challenge and role of third parties in American political life during the last quarter of the 19th century and first quarter of the 20th century. In addition, the influence of "progressive reforms" on the national two-party system in the decades prior to World War II and the resurgence of the Republican party espousing a return to "conservative concepts" during the middle decades of the 20th century are examined.

*3 semester hours*

**HI 250 American Diplomatic History I, 1880-1940**

This course treats the emergence of the United States from its traditional noninvolvement to world power. Topics to be discussed include: the New Manifest Destiny and the entrance of the United States into world politics, the causes of America's entrance into World War I, the rejection of Wilson's leadership and support of the League of Nations, the diplomacy of the Republican Era, and the pre-war years of Franklin D. Roosevelt.

*3 semester hours*

**HI 251 American Diplomatic History II, 1940-1980**

An examination of the role of the U.S. in World War II and as the post-war leader of the western nations. Roosevelt's foreign policy before and during World War II and post-war diplomacy and problems leading to the Cold War will be examined through the writing of Revisionist and Anti-Revisionist historians. Recent problems of U.S. foreign policy — Cuba and Central America, the Middle East, Asia, Europe, and the alliance systems — will be analyzed.

*3 semester hours*

**HI 252 The Pursuit of Happiness: Reforming the American Republic, 1776-1980**

After a brief survey of the colonial origins of the United States, this course will focus on the history of political and social reform in America. Special emphasis on such topics as the American Revolution, Jeffersonian Republicanism, Jacksonian Democracy, Antebellum Reform and Communitarian Movements, Reconstruction, Populism, Progressivism, the New Deal, the Civil Rights Struggle, the Vietnam War, and the Radicalism of the 1960's.

*3 semester hours*

**HI 253 Colonial America, 1584-1763**

A study of the foundations of American civilization. The colonial systems of Spain, France, and England are compared. The course stresses the development of the British colonies in New England, the mid-Atlantic, and the South. Special emphasis on such topics as Puritanism, the Great Awakening, and the Enlightenment in America. An exploration of Indian-white relations and the development of white attitudes towards blacks is included.

*3 semester hours*

**HI 256 Utopianism in American History**

Utopian experiments and their relationship to the larger contexts of American culture: the Puritan Commonwealth and its declension, Quaker William Penn's "Holy Experiment," the impact of the Great Awakening, Transcendentalism and the communalistic movements of the 19th century: the Oneida Community, Brook Farm, the Shakers, the Mormons, and the Millennialists. Successes, failures, and the achievement of unexpected results. The course will conclude with an examination of modern communes and utopias. The recurring vision of America itself as a land of new beginnings and Utopian possibilities will be a principal theme throughout.

*3 semester hours*

**HI 258 American Business History**

A study of American business institutions, practices, and government relations with business from 1789 to the mid-20th century. Includes examination of the federal laissez-faire policy affecting the evolving 19th century American banking, commercial, manufacturing, and transport industries prior to the Civil War. The massive expansion of manufacturing and railway plants, and the development of the trusts and finance capitalism which provoked federal regulation of corporate abuses during the decades before World War I are examined. The course surveys the expanded federal regulatory authority and the rise of organized labor as forces constraining the concentration of economic power by the giant corporations between 1930 and 1960.

*3 semester hours*

**HI 259 The American Labor Movement**

A survey course tracing the development of the organized labor movement in the United States from its feeble beginnings in the early 19th century to a position of economic influence and power in the third quarter of the 20th century. Commencing with the emergence of local craft unions, the course continues with an analysis of the effects of the rapid expansion of the industrial revolution upon the industrial wage earner's living standard in pre-Civil War America; followed by an examination of the conditions promoting growth of industrial and trade unionism prior to 1900; the limits of organized labor due to vigorous opposition from giant industrial corporations and manufacturers' associations prior to World War I; decline of organized labor during the 1920s; the National Labor Relations Act and the massive expansion of the organized labor movement through World War II; concluding with an examination of the American labor movement in the post Taft-Hartley era.

*3 semester hours*

**HI 260 The Indian in American History**

After a broad survey of prehistoric Indian cultures in North America as they existed before contact with Europeans, this course will focus upon European contact and its effects on Native American culture. The Indian's role in the colonial period of eastern North American history is explored as are the ways in which Indian societies west of the Mississippi River responded to U.S. expansion in the 19th century and to that of the Spanish earlier.

*3 semester hours*

**HI 262 The Frontier: Man, Nature and the American Land**

The interaction of man and the American land from the earliest colonial settlements to the present. The European discovery of America and encounters with Native Americans are important themes. The course includes an analysis of the Turner thesis; a survey of regional evolution (New England and the Southwest, for instance); the westward movement; the Old Northwest; the experience of pioneer women; and mining, cattle and farming frontiers. Finally, the course examines changing attitudes toward the environment as reflected in the writing of American naturalists.

*3 semester hours*

**HI 275 Russian Revolutionary Tradition**

The modernization of Russia since Peter the Great; the impact of Western culture in the 18th century; Catherine the Great as reformer; intellectual protest against autocracy and serfdom; revolutionary ferment; Slavophiles and Westerners; from populism to Marxism-Leninism; the revolution of 1905; the industrialization of Russia to 1914.

*3 semester hours*

**HI 280 The West and the Middle East**

An examination of Western and Middle Eastern relations from the 18th century to the present. An effort is made to relate recurring upheavals of the Middle East, including conflicts between ethnic-religious groups and economic classes, to structural transformations that have developed over two centuries. Topics include: Western colonization and conquest; Middle Eastern nationalism; the Arab-Israeli conflict; the economics and politics of oil; the Islamic revival.

*3 semester hours*

**HI 281 Civilization of the Islamic Middle East**

The course is a broad introduction to the history of the Middle East from the 7th century until the present. Particular emphasis is placed upon the interaction of religious, cultural, political, and socio-economic forces that have shaped Middle Eastern societies. Topics include: the Islamic Religion and its Relationship to Judaism and Christianity; Medieval Politics, Society and Culture; Imperialism and Decolonization; the Rise of Nationalism and the Nation State; the Middle East and the World Economy; the Islamic Revival.

*3 semester hours*

**HI 282 Social and Cultural History of China and Japan**

Examines the traditional institutions of the classical and imperial ages of China and Japan to c. 1800. Topics include: the Confucian basis of society, state, and education, the diffusion of Sinic culture among China's neighbors, arts and aesthetics, Japanese feudalism and the *samurai* tradition, early western contacts with China and Japan.

*3 semester hours*

**HI 283 Modern China and Japan**

A study of the transformation of traditional civilizations of East Asia since 1800. Topics include the impact of the West and the opening of China and Japan, Japan's Meiji reform and rise to a world power, imperialist rivalry in China, and Nationalism and Communism in the 20th century.

*3 semester hours*

**HI 288 Colonial Latin America, 1492-1808**

Indian cultures on the eve of "discoveries." Portuguese and Spanish institutions and values on the eve of the conquests. The clash of cultures and interests and three ensuing centuries of New World dialectics: conquistadores, viceroys, colonists, priests, friars. Indian *caciques* and peasants, black slaves, free mulattoes mutually interacting and forming, by 1800, a new civilization composed of varying cultures from the Rio Grande to Tierra del Fuego. The Iberian colonies on the eve of the 19th century revolutions for independence.

*3 semester hours*



**HI 289 Latin America in Revolution, 1808-present**

The successful overthrow of the Colonial establishment 1808-1826, and two centuries of ensuing political, economic, social and cultural instability and the search for a viable social order. Latin American liberalism in the 19th century. Abolition of slavery. The elusive search for order in the 20th century, an age of revolution and counter-revolution. *3 semester hours*

**HI 290 Central America: Conquistadores to Sandinistas**

The indigenous cultures of Central America in 1500. The conquest culture of the Spanish, 1524-1821. The failure of Central American Union after independence, and the consolidation of old elites through liberal and conservative regimes. Attempts at modernization in the late 19th century and the beginnings of U.S. hegemony. 20th century modernization under U.S. auspices. Mid- and late 20th century revolutions in Guatemala, El Salvador, and Nicaragua. *3 semester hours*

**Advanced Courses, 300-399**

**All advanced courses require HI 30 and other courses as noted.**

**HI 300 20th Century Europe I**

The course will cover the collapse of the European world-order in the first World War; the problems of the Peace of Versailles; the advance of totalitarian ideologies in Central and Eastern Europe; the failure of the Western democracies to achieve consensus at home or security abroad; the great depression and the collapse of the Versailles system; the origins of Hitler's War. Prerequisite: 2 semesters of introductory history. *3 semester hours*

**HI 316 The French Revolution and Napoleon**

The course will deal with the causes of the Revolution, the move from moderate to radical change, the dynamics of the Terror, the roots of counterrevolution, and the reaction that led to military dictatorship; it will also analyze Napoleon's career, the basis of his empire and its relationship to the satellite kingdoms, and the effects of French hegemony upon Europe. *3 semester hours*

**HI 319 European Thought and Culture, the Enlightenment**

The triumph of natural philosophy and "empiricism" in Locke and Newton, the creators of the French Enlightenment. Early manifestations of the age in Montesquieu, Voltaire, and Pope. The Encyclopedie as the quintessential expression of philosophe and bourgeois. The flood tide of the Enlightenment in the materialist and utilitarian thought of La Mettrie, d'Holbach, Helvetius, and Bentham. Hesitations and counter-currents in Rousseau, Diderot, and Sam Johnson. Voltaire, Gibbon, Condorcet, Herder, and the rise of historical thought. The German Enlightenment and Romanticism. The movement in the arts: Baroque, Rococo, Neo-classical, Romantic. *3 semester hours*

**HI 320 European Thought and Culture, 19th Century Romanticism**

An investigation of the nature and program of European Romanticism with special consideration of the roots of liberalism, socialism, Marxism, nationalism and modernism in the Romantic Movement. Explores the movement in music from Beethoven and Schubert to Chopin and Berlioz; in painting from Goya and Turner to Delacroix and Daumier. *3 semester hours*

**HI 323 Tudor-Stuart Britain, 1485-1714**

This course examines the changes in church, state, and society that took place in the British Isles from the accession of Henry VII to the death of Queen Anne. These centuries saw the unification of England, Ireland, and Scotland under a single government, the development of that government from feudal kingship into Parliamentary-based bureaucracy, and the shattering of medieval Catholicism into a variety of different churches and doctrines. The course will also examine the structure of Tudor-Stuart society, and the cultural changes resulting from the Renaissance and the Scientific Revolution. *3 semester hours*

**HI 331 Era of the American Revolution, 1763-1800**

An examination of the coming of the American Revolution and the transition from colonial to national status. A discussion of the military struggle itself will be included, as well as an assessment of the political, social, and economic effects of the Revolution. The Confederation period, the forming of the 1787 Constitution and the Federalist era. Special emphasis on such figures as John Adams, Tom Paine, Jefferson, Hamilton, Madison, and Washington. *3 semester hours*

### HI 332 From Jefferson to the Civil War: The Young Republic, 1800-1865

Jeffersonian Republicanism and Jacksonian Democracy. A study of the political, social, religious, economic, cultural, and intellectual developments in this era of expansion and democratization. Emphasis on the development of political parties in this era of alternating cohesion and division. Special attention will be focused on the reform and utopian movements of the antebellum period, including Shakerism, Transcendentalism, Mormonism, Abolitionism, Feminism. Political disintegration, sectional polarization, Lincoln and the Civil War.

*3 semester hours*

### HI 339 Early 20th Century America, 1900-1933

A study of the sources and theories of reform attempted during the first third of the 20th century to revitalize political and economic democracy in the United States. The application of domestic reforms that produced continued changes in American social life and the emergence of the United States as a leader among the major world powers are considered under the following topics: the Progressive movement; New Nationalism vis-a-vis New Freedoms; Wilsonian idealism and American involvement in World War I; Republican resurgence of the 1920's and the Great Depression.

*3 semester hours*

### HI 340 Mid-20th Century America, 1930-1960

In this course the nature and extent of the 1930's economic crisis and the New Deal that produced massive economic, political, and social change in the United States are examined in depth. Major attention is given to American abandonment of isolation and reassumption of leadership in the struggle against German and Japanese militarism, the unsuccessful attempt to establish world peace based on international collective security, the post-war Communist challenge that resulted in the Cold War and the American counter response of a containment policy based on the Truman doctrine, the Marshall Plan, the "Korean police action," N.A.T.O. and the Dulles-Eisenhower doctrines. In addition the major changes in American domestic life, namely, the Fair Deal, Modern Republicanism of the 1950's, and the Civil Rights movement, are studied.

*3 semester hours*

### HI 343 American Constitution I

Origins of the American constitutional tradition. Revolutionary ideas in action. Jeffersonian republicanism and federal judicial power. The nationalism of the Marshall court. The Taney court and the expansion of business enterprise. Slavery and sectionalism. The Civil War and the Constitution.

*3 semester hours*

### HI 344 American Constitution II

Reconstruction. The Waite-Fuller court and the industrial revolution. Imperialism and the Constitution. Governmental efforts to restore competition. The police power and the Progressive Era. The tradition of national supremacy. A new era in civil liberties. The New Deal and the old Supreme Court. Procedural safeguards and civil rights. The incorporation theory.

*3 semester hours*

### HI 354 American Military History

This course is a study of the impact of war on a democratic society, with particular emphasis on the effects of war on the cultural life of the United States; political, social, economic, intellectual. The study will include a chronological narrative of America's wars, from the Colonial Wars of the 17th and 18th centuries to the world wars of the 20th: Korea, Vietnam. An analysis will be made of the art of war and the nature of warfare; geopolitics, policy, strategy and tactics, logistics, weaponry, guerilla warfare, militarism, the military-industrial complex, and war in the nuclear age.

*3 semester hours*

### HI 355 The United States in World War II

An investigation of the origins of World War II from the failures of the World War I peace settlements, the League of Nations, and Collective Security to the eruption of war in Europe and the Japanese attack on Pearl Harbor. The important diplomacy of the war-time alliance, the major Theatres of War and the military campaigns of Europe, Russia, North Africa and the Mediterranean, Asia and the Pacific, the use of the Atomic Bomb and the failure to make a satisfactory peace will be studied.

*3 semester hours*

### HI 363 China in Revolution

Traces the major developments since the Chinese revolution of 1911. Major themes include the struggle between the Nationalists and Communists for control of China; political, economic and social changes under Communism since 1949; the "Great Leap Forward"; Communist diplomacy; thoughts of Chairman Mao; the Great Proletarian Cultural Revolution; China and America, and the post-Mao era of reform.

*3 semester hours*

### HI 364 Tradition and Revolution in Southeast Asia

A study of mainland Southeast Asian cultures (Burma, Kambuja, Laos, Thailand and Vietnam) and an analysis of the Chinese and Indian influences. The impact of differing forms of Western colonialism on native cultures, the legacy of imperialism, the process of "modernization" in emerging nation-states, and nationalism and Communism as events leading to the Vietnam wars are major themes.

*3 semester hours*

**HI 371 Arab-Israeli Conflict**

The course traces the Arab-Israeli Conflict from the end of the 19th century until the present. Emphasis is placed upon the political and socio-economic transformation of Palestine as Zionists and Palestinian Arabs struggled for political sovereignty in the same land. Topics include: Anti-Semitism and the Birth of Zionism; the British Mandate; the Creation of Israel; the Relationship between Israel and the Arab States; the Israeli Domination of the West Bank and Gaza; the Rise of the Palestinian Resistance; Israel's War in Lebanon; Prospects for the Future. *3 semester hours*

**HI 372 History of Terrorism**

An analysis of the history of terrorism as it has been perpetrated by individuals, political-military groups, and states of different political ideologies. Topics include: political violence in antiquity and medieval times; the French Revolution; terrorism of anarchists and Marxists; terrorism and national liberation, and terrorism and religion. *3 semester hours*

**HI 376 The Spanish Caribbean: Cuba, Puerto Rico and the Dominican Republic from Columbus to Castro**

The Spanish conquest, the demise of the Caribbean Indians. Colonial institutions and plantation slavery. Stagnation and decline in the 19th century independent Santo Domingo and colonial Puerto Rico. Economic growth and revolutionary currents in 19th century colonial Cuba. Twentieth century anarchy and dictatorship in the Dominican Republic. U.S. economic domination of Puerto Rico and the emergence of a Puerto Rican identity. The final stages of Cuba's Hundred Years War of liberation from Spain and the United States: Fidel Castro and Marxist Revolution. *3 semester hours*

**HI 377 Mexico, 1519-1990s: Conquistadores to Revolutionaries**

Aztec society on the eve of the Spanish conquest. The nature and techniques of Spanish imperialism. Colonial society — church, state, hacendados, castas, indios. The revolutions for Independence (1810-1821). The failure of liberalism in the Mid-19th century and the subsequent dictatorship of Porfirio Diaz (1876-1911). The Mexican revolution, 1910 to 1940, and post-revolutionary Mexican Society, 1940-1990. *3 semester hours*

**HI 384 The Russian Revolution, 1914-1970**

Russia in World War I; the March and November 1917 revolutions; War Communism; N.E.P., Stalin versus Trotsky, Five-Year Plans and Terror; World War II; postwar Stalinism; the Khrushchevian thaw; Brezhnev and "Detente." Cultural and institutional problems are the main focus of the course. *3 semester hours*

**HI 385 The Communist Orbit**

The course will concentrate on the internal developments within the Iron Curtain bloc and their relations with the Soviet Union since 1933. The clash between Marxist ideology and traditional values and institutions will be studied in relation to the Stalinist period, the Khrushchevian thaw, and the post-Khrushchev era. Readings from Marxist and non-Marxist authors. Prerequisites: HI 30 plus one European history course. *3 semester hours*

**HI 395 History Internship at Fairfield Historical Society**

Selected majors will work a minimum of eight hours per week at the Fairfield Historical Society during the course of a semester. Each intern will write a research paper based on his or her work in the Society's collections and/or a paper at semester's end summarizing and evaluating the work experience and the knowledge gained therefrom. A student's work at the Society might include mounting and researching an exhibit; cataloguing manuscripts, tools, costumes, prints, furniture, etc.; and organizing and conducting historical walking tours. Training in the required skills will be provided by the Society's staff and each student will meet at regular intervals with a member of the history faculty. Juniors and seniors by arrangement as available. *3 semester hours*

**HI 399 Independent Study**

Open to seniors only. A course designed to provide an opportunity for advanced students to develop critical reading skills and writing ability in a tutorial arrangement with a chosen professor. Normally, the course will result in a serious paper of publishable quality in student-centered journals (15-20 pages).

Students must apply to a professor under whose direction they wish to study during the normal registration time of the preceding semester. All independent study must have the concurrence of the Department chairperson. Students should apply to the chairperson first for a copy of the "Department Policy for Independent Study." *3 semester hours*



Program in

## International Relations

**Director:** Dew

Fairfield University offers a multi-disciplinary minor in International Relations with the objectives of providing students with an international perspective:

Making students sensitive to the global interdependence in which they will be living and working;

Informing students of the similarities and differences between the sociopolitical and economic environments of different countries; and

Furnishing students with a broad understanding of the social, cultural, political, and economic forces shaping the international environment.

The program offers courses from the College of Arts and Sciences, and the School of Business. These courses will complement the basic discipline in which students are majoring.

The minor in International Relations is designed to prepare students for careers in government, international service, and business.

## Program in International Relations

The minor consists of an 18-credit program of six courses drawn from at least three disciplines. The courses for the minor are to be completed in addition to the student's major requirements. The courses included in the program, subject to change, are as follows:

### Business

BU 160 International Business

### Economics

EC 230 Comparative Economic Systems  
 EC 231 International Trade  
 EC 233 International Economic Policy and Finance  
 EC 235 Economic Development of Third World Nations  
 EC 260 Marxism and Catholic Social Thought

### History

HI 202 Power Politics and the Emergence of Superpowers, 1870-1950  
 HI 217 Empire to Commonwealth  
 HI 250 American Diplomatic History I, 1880-1940  
 HI 251 American Diplomatic History II, 1940-1980  
 HI 290 Central America  
 HI 300 20th Century Europe  
 HI 355 World War II  
 HI 364 Traditionalism and Revolution in Southeast Asia

### Politics

PO 114 Peace and War in the Nuclear Age  
 PO 115 Introduction to Peace and Justice  
 PO 123 Modern Political Ideologies  
 PO 124 Marxism  
 PO 141 Africa and the Middle East  
 PO 146 Vietnam and the American Experience  
 PO 147 International Politics  
 PO 148 United States Foreign Policy

### Religious Studies

RS 177 Nuclear Ethics  
 RS 135 Political Theology

### Sociology

SO 111 Cultural Anthropology  
 SO 124 Demography  
 SO 181 Social Change in Developing Nations

### International Relations Courses

\*IR 11 Introduction to Geography  
 \*IR 12 Introduction to International Studies  
 \*IR 114 International Communications  
 IR 395 Internship in International Relations  
 IR 398 Independent Study in International Relations

## Italian

(See Modern Languages)

## Latin

(See Greek and Roman Studies)

\*Course descriptions available from Program Chairman

Program in

## Latin American and Caribbean Studies

**Director:** Panico

**Liaison Faculty:** Buss (*Economics*), Campos (*Spanish*), Dew (*Politics*), García-Devésa (*Spanish*), Hill (*Spanish*), Hodgson (*Sociology*), Lakeland (*Religious Studies*), Panico (*Spanish*), Petry (*History*)

The Latin American-Caribbean Studies minor was inaugurated as a direct response to global reality and international preoccupations and concerns. It allows students to concentrate their efforts in an area of increasingly explosive interest and importance: Latin America and the Caribbean. This course of study affords students the opportunity of obtaining a Certificate verifying a minor in Latin American and Caribbean Studies providing that the students have taken Spanish 181-182 or their equivalent toward a distribution of 15 credits in language, literature or culture, business, history, politics, religious studies, economics, sociology, and/or the interdisciplinary seminar. Courses selected should represent at least two disciplines outside of the student's major field of study.

The program sponsors lectures by ambassadors and other diplomatic personnel as well as discussions, roundtables, and teach-ins with non-official representatives from various Latin American and Caribbean countries. Films, slides, photographic exhibits are an integral part of some classes and are included to give students a more comprehensive understanding of current events in this area of the world.

### Course Offerings:

#### Business

BU 160 International Business

#### Economics

EC 235 Economic Development of Third World Nations

#### History

HI 288 Colonial Latin America, 1492-1808  
 HI 289 Latin America in Revolution  
 HI 290 Central America: Conquistadores to Sandinistas  
 HI 376 The Spanish Caribbean: Cuba, Puerto Rico, and the Dominican Republic from Columbus to Castro  
 HI 377 Mexico, 1519-1980s: Conquistadores to Revolutionaries

#### Politics

PO 142 Latin American Politics  
 PO 143 Caribbean Politics

#### Religious Studies

RS 135 Political Theology

#### Sociology

SO 181 Social Change in Developing Nations

#### Spanish

SP 181-182 Continuing Spanish  
 SP 222 Spanish Conversation  
 SP 253 Spanish American Civilization and Culture  
 SP 303 Survey of Spanish American Literature I  
 SP 304 Survey of Spanish American Literature II  
 SP 346 Spanish American Drama  
 SP 347 Masters of the Spanish American Novel  
 SP 351 Spanish American Essay  
 SP 353 Spanish American Short Prose Fiction  
 SP 359 Puerto Rican Literature and Culture  
 SP 371 Indianismo

#### Interdisciplinary Seminar

In the spring semester of each year there is an Interdisciplinary Seminar on a topic related to either Latin America or the Caribbean. All the above disciplines and others that are relevant will be represented.

Spring 1991: Mexico

See departmental listings for course descriptions.

Department of

## Mathematics and Computer Science

**Professors:** Fine, MacDonnell, Shaffer, Wong

**Associate Professors:** Bolger, Dennin (*Chair*),  
G. Lang, Spoerri, Weiss

**Assistant Professors:** Bernhardt, Coleman,  
Mulvey, O'Neill, Rimlinger

**Lecturers:** C. Cron, J. Cron, Messman,  
Money, E. Rowe, M. Simon, Turechek

For the student of arts, business, and the social sciences, the Department of Mathematics and Computer Science seeks to give training in basic and necessary skills, to highlight the cultural and applied values of mathematics, and to show the relationship between other branches of knowledge and mathematics.

The major in Computer Science is described under its own heading on page 57.

### Major in Mathematics

*Major in mathematics:* Mathematics majors have the option of concentrating in computer science. Those wishing a stronger mathematical background may opt for a mathematics major with a minor in computer applications. The computer applications program is described on pages 139 and 143.

All mathematics majors will take a comprehensive examination in their senior year. A grade of Passed with Honors, Passed or Failed will be recorded on the transcript.

Majors in mathematics must complete 3 credits of Pascal, APL, or FORTRAN by the end of their junior year. Students who can demonstrate proficiency in one of these languages may have this requirement waived by the Department Chair.

Students invited to take the Honors Seminar (MA 390-391) may use the two semesters of the Honors Seminar for one of their mathematics electives.

Students who do student teaching (ED 381-382) may have one mathematics elective waived if they have taken MA 383. Those planning on a career in secondary education

should consult the Coordinator of the Program in Education and the Chair of this Department as early as possible.

Physics is the usual science for majors in mathematics or computer science. A different laboratory science may be taken for good programmatic reasons with permission of the Chair.

The intern program provides senior mathematics majors an opportunity to gain practical, career-related experience in a variety of supervised field settings. Internships could be in any one of a number of areas such as numerical analysis or statistics. Internships may be for one or two semesters. The intern is expected to work a minimum of 10 hours per week on-site and complete the required academic component specified by the faculty advisor. An internship may not replace a mathematics elective to fulfill the requirements for a major.

*Minor in mathematics:* The minor in mathematics consists of second semester Calculus (including appropriate prerequisites) and three courses numbered over 200. The specific selection of courses must have prior approval of the Chair of the Department of Mathematics and Computer Science.

*Minor in mathematical analysis:* The minor in mathematical analysis consists of MA 25-26, MA 227, and one upper division course in Analysis (e.g., MA 321, 322, 323).

Students wishing to minor in mathematics or mathematical analysis must have their program approved by the Chair of the Department of Mathematics and Computer Science.

### Bachelor of Science

(*Major in Mathematics*)

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Mathematics (MA 171-172)	4	4
English (EN 11-12)	3	3
Foreign Language	3	3
Philosophy — Religious Studies	3	3
History (HI 30 plus one intermediate-level course)	3	3
<b>Sophomore Year</b>		
Mathematics (MA 271, 272, 231, and 235)	6	6



Physics (PS 15-16)	4	4
English — Philosophy	3	3
Fine Arts — Religious Studies	3	3

**Junior Year**

Mathematics (MA 371, 334)	6	
Mathematics electives	6	
Social Science Elective	3	3
Philosophy or Religious Studies	3	
Electives	3	6

**Senior Year**

Mathematics electives	6	6
Fine Arts — Elective	3	3
Electives	6	6

**Bachelor of Science**

*(Major in Mathematics with a concentration in Computer Science)*

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Mathematics (MA 171-172)	4	4
English (EN 11-12)	3	3
Foreign Language	3	3
Philosophy — Religious Studies	3	3
History (HI 30 plus one intermediate-level course)	3	3
<b>Sophomore Year</b>		
Mathematics (MA 271, 272, 231, and 235)	6	6
Computer Science (CS 131-132)	3	3
English — Philosophy	3	3
Fine Arts — Religious Studies	3	3
<b>Junior Year</b>		
Mathematics (MA 371, 334)	6	
Mathematics elective (or CS 342 or 343)	3	
Computer Science (CS 221, 232)	3	3
Social Science Elective	3	3
Philosophy or Religious Studies	3	
Electives	6	
<b>Senior Year</b>		
Computer Science (CS 331)	3	
Numerical Analysis (CS/MA 377)	3	
Mathematics (Theoretical Elective)		3
Physics (PS 15-16)	4	4
Fine Arts — Elective	3	3
Electives	3	6

**Mathematics for Non-Majors****MA 9-10 Mathematics for Liberal Arts**

Major mathematical concepts are presented in an historical and cultural setting. Topics include geometry, set theory logic, differential, and integral calculus. The interplay between mathematics, philosophy, and the arts is explored in addition to the more traditional relationship between mathematics and the physical sciences. Mathematics is treated as an art for its aesthetic beauty as well as a science. The course is oriented to giving a mathematician's view of the subject rather than preparing a student for a specific application of mathematics. *6 semester hours*

**MA 15 Finite Mathematics**

Sets and functions; analytic geometry; linear equations, linear models and applications; matrices, determinants, systems of linear inequalities, linear programming; probability. *3 semester hours*

**MA 17 Introduction to Statistics**

An introduction to the theory and applications of statistics. Course includes descriptive statistics, probability theory, sampling, distribution functions, confidence intervals, hypothesis testing, and regression and correlation. Introduction to preprogrammed statistical packages in the computer. *3 semester hours*

**MA 19 Introduction to Calculus**

Derivatives, minimum and maximum problems, applications to graphing, exponential and logarithm functions, growth and decay, antiderivatives, definite integrals, and areas. *3 semester hours*

**MA 21 Calculus I: Biology and Psychology Majors**

Plane analytic geometry; foundations of the calculus; differentiation and integration of algebraic functions; applications. *3 semester hours*

**MA 22 Calculus II: Biology and Psychology Majors**

Differentiation and integration of trigonometric, logarithmic, and exponential functions; techniques of integration; applications. *3 semester hours*

**MA 25 Calculus I: Engineering and Physics Majors**

The rate of change of a function; limits derivatives of algebraic functions, applications, integration, applications of the definite integral. *4 semester hours*

**MA 26 Calculus II: Engineering and Physics Majors**

Transcendental functions, methods of integration, vectors in the plane and in space; improper integral Taylor polynomials. Differentiation of functions of several variables. Gradient. *4 semester hours*

**MA 211 Applied Matrix Theory**

Techniques and applications of linear algebra; solutions of linear equations, determinants, linear geometry, eigenvalues and eigenvectors, for students majoring in the sciences, economics, and business. Not for mathematics majors. *3 semester hours*

**MA 225 Calculus III**

Partial differentiation, multiple integrals, infinite series, and first order differential equations. Prerequisites: MA 21, 22. *3 semester hours*

**MA 227 Calculus III: Engineering and Physics Majors**

Infinite series, tests for convergence, power series expansion. Vector analysis: equations of lines and planes. Multiple integration. Cylindrical and spherical coordinates. Line integrals. Green's theorem, Matrix inverse solution of equations. Prerequisites: MA 25, 26. *4 semester hours*

**MA 321 Ordinary Differential Equations**

Solutions of first and second order differential equations by formal methods. Linear equations are studied in detail. Systems of equations. Series solutions. Applications to geometry and physics. *3 semester hours*

**MA 322 Partial Differential Equations**

Solution of first and second order linear differential equations by formal methods. Cauchy Problems. Fourier Series Solutions, Classical Theory of heat, wave and potential equations. Prerequisite: MA 321. *3 semester hours*

**MA 323 Special Functions of Mathematical Physics**

Orthogonality; Fourier Analysis; Bessel functions; Legendre, Hermite and Laguerre polynomials; Laplace and Fourier transforms; Calculus of Variations; Cauchy-Riemann equations; Conformal Mapping, Green's function. Prerequisite: MA 321. *3 semester hours*

**Mathematics Majors**

Admission to upper division Mathematics Major courses requires the successful completion of MA 171, 172, 271, 272, and 231 or permission of the Chair of the Department.

**MA 171 Analysis I: Introduction to Real Analysis**

Functions; limits, continuity, and derivatives; applications; relative maxima, minima, and curve sketching; absolute maxima and minima; related rates; Rolle's Theorem and the Mean Value Theorem. Antidifferentiation; the definite integral and the Fundamental Theorem of Calculus. *4 semester hours*

**MA 172 Analysis II: Introduction to Real Analysis**

The definite integral; applications; area, volume, and arc length; exponential, logarithmic, trigonometric, and hyperbolic functions; integration techniques; indeterminate forms; Taylor's Theorem; and infinite series. *4 semester hours*

**MA 231 Discrete Mathematics**

Logic; sets; functions; equivalence relations and partitions; factor sets; mathematical induction; isomorphisms; countability. Also listed as CS 231. *3 semester hours*

**MA 235 Linear Algebra**

Linear spaces and subspaces; linear independence and dependence; bases and dimension; linear operators; matrix theory; determinants and systems of linear equations; eigenvalues and eigenvectors. *3 semester hours*

**MA 271 Analysis III: Intermediate Real Analysis**

Convergence tests, power series. Vectors in the plane and in 3-space. Arc length, curvature, equations of lines and planes. Vector functions, parametric equations. Functions of several variables, differentiability, gradient, directional derivatives. Tangent planes, normal lines. Total differential, extrema. Lagrange multipliers. Sequences and series. *3 semester hours*

**MA 272 Analysis IV: Intermediate Real Analysis**

Multiple integration: volume and surface integrals in cartesian, cylindrical and spherical coordinates. Line integrals, Green's theorem, divergence and curl, Jacobians, change of variables. Separation of variables and exact differential equations. Inverse functions, implicit function theorems. *3 semester hours*

**MA 334 Abstract Algebra**

Group theory and the Sylow Theorems; rings and ideals, integral domains, fields; vector spaces; algebras. *3 semester hours*

**MA 337 Number Theory**

A study of the integers including but not limited to the following topics: primes and their distribution, divisibility and congruences, Quadratic Reciprocity, special numerical functions such as Euler's 1-function, Diophantine equations. The influence number theory has had on the development of algebra and the interplay between the two will be considered. *3 semester hours*

**MA 341 Linear Programming and Operations Research**

Convex sets, extreme points, theoretical basis of the simplex method for linear programming, the simplex computational procedure, duality theory, sensitivity analysis. The transportation problem and network applications as time permits. Prerequisite: MA 235.

*3 semester hours*

**MA 342 Theory of Computation**

Finite state machines, push-down automata, Turing machines and recursive functions. Mechanisms for formal languages: regular grammars, context-free grammars, context-sensitive grammars. Decidable vs. undecidable problems. Introduction to algorithm analysis. Prerequisite: CS 232.

*3 semester hours*

**MA 351 Probability Theory**

Counting techniques, axiomatic probability theory. Discrete and continuous sample spaces. Random variables, distribution functions, probability density and mass functions. Normal, binomial, Poisson distributions. Limit laws.

*3 semester hours*

**MA 352 Probability and Statistics II**

Joint distribution and continuous distributions. Statistical application of probability. Theory of sampling. Variances of sums and averages. Estimation and hypothesis testing. Least squares, curve-fitting, and regression. Prerequisite: MA 351.

*3 semester hours*

**MA 361 Topics in Algebra**

This course is designed to investigate a number of topics in greater depth than can be done in the first linear or abstract algebra course. Three topics will be selected from the following list: Canonical Forms for Matrices, Metric Linear Algebra, Ideal Theory, Finite Non-abelian Groups and Galois Theory. It is expected that at least one topic from each of linear and abstract algebra will be selected. Prerequisites: MA 235, 334.

*3 semester hours*

**MA 371 Analysis V: Advanced Real Analysis**

$\mathbb{R}$  as a complete, ordered, archimedean field;  $\mathbb{R}$  as a linear vector space equipped with inner product and norm; metrics on  $\mathbb{R}$  particularly the euclidean one, topological concepts: continuity, connectedness and compactness; the Intermediate Value, Extreme Value, Monotone Convergence, Bolzano/Weierstrass and Heine/Borel Theorems; convergence and uniform convergence of sequences of continuous functions; Differentiation: the Mean Value, Implicit and Inverse Function Theorems; Integration: The Riemann Integral and the Theorem of Lebesgue.

*3 semester hours*

**MA 373 Complex Variables**

Algebra of complex numbers, analytic functions, integration in the complex plane, Cauchy's Theorem and integral formula, conformal mapping, residue theory, applications. Prerequisite: MA 371.

*3 semester hours*

**MA 375 Differential Equations and Dynamical Systems**

Theory of ordinary differential equations, transforms, series solutions, systems of equations with classical and modern applications. Prerequisites: MA 235, 371.

*3 semester hours*

**MA 377 Numerical Analysis**

Computer arithmetic, round-off errors, the solution of nonlinear equations, polynomial approximation, numerical differentiation and integration, and the solution of systems of linear equations will be investigated via student-written code to implement the algorithms and/or the use of available software. Prerequisite: MA 235 and proficiency in a computer language. Also listed as CS 377.

*3 semester hours*

**MA 378 Numerical Analysis II**

Topics will be selected from: interpolation and approximation techniques, numerical solution initial value and boundary value problems for ordinary differential equations, iterative techniques in numerical linear algebra, and the numerical solution of nonlinear systems of equations. Students will investigate these techniques by implementing the algorithms and/or using available software. Prerequisite: MA/CS 377. Also listed as CS 378.

*3 semester hours*

**MA 383 Modern Geometry**

Foundation for plane geometries. Theorems of Menelaus, Ceva, Desargues, Pascal, Brianchon, Feuerbach. Inversion and reciprocation transformations. Projective, Riemannian and Lobachevskian geometries. Poincare model.

*3 semester hours*



### MA 385 Point Set Topology

Topological spaces, continuous functions; product, metric, quotient spaces; countability and separation axioms; existence and extension of continuous functions; compactification; metrization theorems, complete metric spaces.

*3 semester hours*

### MA 390-391 Honors Seminar

Participation by invitation only and open to those junior and senior mathematics majors with demonstrated ability who have been recommended by the mathematics faculty. The purpose of this seminar is to provide the talented student with an opportunity to obtain experience in doing individualized study and research in current mathematical journals, under faculty direction. Participants are expected to present several reports on their findings before a group of peers. The subject matter content of the seminar varies from year to year.

*3 semester hours*

### MA 397-398 Internship in Mathematics

The internship program provides the senior mathematics major with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements, especially in the applications of mathematics, numerical methods, and statistics. An intern is expected to spend a minimum of 10 hours per week in on-site work and to complete the required academic component specified by the faculty advisor. The number of credits varies and interns may register for a summer session, and/or one or two semesters for an overall maximum of 6 credits. In addition, a student's internship must satisfy the requirements outlined in the "University Internship Policy," which is available from the Career Planning Center. Prerequisites: senior standing, completed application form, acceptance by the field placement supervisor, and approval by the Department of Mathematics and Computer Science.

*1-3 semester hours*



## Department of Modern Languages

**Professors:** Bukvic, Fedorchek (*Chair*), Leeb, Panico

**Associate Professor:** Hill

**Assistant Professors:** Campos, García-Devés, J. Kolakowski, Stabile, Webster

**Lecturers:** Arnn, Y. Eliasoph, Inglese, Khadjavi, M. Kolakowski, Kuepper, Michalaros, Sciascia, Prulletti, Román, Yepes

The study of modern foreign languages, as well as their cultures and literatures in the original, is an intellectual experience that offers the student another point of view on life. Knowledge of a language other than English is freedom from the restraints of seeing but one reality, and the new perspectives that are gained from understanding the expression of another people are the essence of a liberal education.

The Department of Modern Languages stresses proficiency in all language skills in order to prepare students for careers in business, communication, education, government, health sciences, social work, and related professions.

Majors will elect a minimum of 24 upper-division credits, i.e., eight, threecredit courses at the 200 and 300 level. These courses will typically include: four courses in literature, one in composition, one in conversation, and one in culture, which can be waived in favor of summer study abroad or Junior Year Abroad (both of which the Department encourages); the eighth course may be selected from any of the above areas. The study of a second or third language is encouraged. All majors are urged to work closely, as soon as possible, with an advisor of their choice to plan a program.

A minor in Modern Languages is 15 credits beyond the intermediate (101-102) level, at the selection of the student and in consultation with a departmental advisor.

Core requirements may be fulfilled by completing successfully two semesters of French, German, Italian, Japanese, or Spanish at the 101-102 level; or French, German, and Spanish at the 181-182 level or beyond. If the 11-12 level is selected (i.e., the student begins a

language at Fairfield University), then 101-102 must also be taken to fulfill the language requirement.

The 300-level courses are conducted in the language and students are encouraged to consult with a member of the Department when selecting them.

In addition to its own programs, the Department of Modern Languages participates in the minor in International Relations and the minor in Latin American and Caribbean Studies. (Both programs are listed separately in this catalogue.)

## French

### FR 11-12 Basic French

The purpose of this course is to teach the students not only to read French but also to pronounce correctly, to understand, to speak, and to write simple French. Three classes and one laboratory period per week per semester.

*6 semester hours*

### FR 101-102 Intermediate French

In this course the principles of pronunciation and grammar are reviewed as needed for composition work and conversation both in the classroom and in the language laboratory. Literary selections are read not only for their aesthetic value but also because they reflect and illustrate characteristic traits of the French people and their typical culture. Three classes and one laboratory period per week for two semesters.

*6 semester hours*

### FR 181-182 Continuing French

Development of oral comprehension, writing, and conversational ability beyond the level of Intermediate French. Both basic French grammar and more sophisticated grammatical principles are reviewed. Classes consist of 1) conversational development through structured question and answer sessions on current topics; 2) advancement to more unstructured conversations; 3) discussion of grammar principles both formally and as appropriate.

*6 semester hours*

### FR 211 Progress in Oral and Written French

This course is designed to help students increase their ability to communicate in French in speaking and writing. Review of grammar and increasing vocabulary.

*3 semester hours*

### FR 221 Grammar and Composition

This course is intended to assure proficiency in the written and spoken language through a thorough review of grammar. Composition in French on current topics.

*3 semester hours*

### FR 222 French Conversation and Phonetics

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion which involves a variety of current topics. Increasing of vocabulary is stressed; the phonetic alphabet is introduced for the improvement of pronunciation.

*3 semester hours*

### FR 251-252 French Civilization and Culture

An examination of France and the French people in a social and historical perspective. Discussion of a wide range of topics. Students present oral and written reports as an aid to the development of their language ability.

*6 semester hours*

### FR 267 French Commercial Culture

In this course, the student studies commercial French and the cultural aspects of France directly or indirectly related to it. Emphasis is placed on commercial vocabulary and business correspondence. Students compose letters based on hypothetical business situations. Texts on the business culture of France are read.

*3 semester hours*

### FR 271 La Presse Contemporaine

Reading and discussion of articles from representative French newspapers and periodicals. All aspects of modern French life are considered: politics, religion, education, the economy, the arts, etc. Frequent oral and written reports. Emphasis on student participation in class.

*3 semester hours*

### FR 301 Survey of French Literature through 1700

This course presents a general view of French literature from its origins through the 17th century. Emphasis is placed upon the more important writers and the major literary periods.

*3 semester hours*

### FR 311 17th Century Classical Theatre

This course is devoted to an examination of the plays of Corneille, Moliere, and Racine. Stress is placed on both the revelation of 17th century classical principles and the modern relevance of the plays.

*3 semester hours*

### FR 321 18th Century Literature

Readings and discussion of works by Voltaire, Marivaux, Diderot, Rousseau, Beaumarchais, and others. Frequent papers required; emphasis on class discussion and student participation.

*3 semester hours*

### FR 337 Novel of the 19th Century

This course treats the important novelists of the 19th century: Balzac, Stendhal, Flaubert, Zola, and others. Frequent critical papers required.

*3 semester hours*

## FR 346 Modern French Theatre

An examination of works by important modern dramatists: Cocteau, Giraudoux, Anouilh, Sartre, Beckett, Ionesco, and others. Frequent oral reports and critical papers required.

*3 semester hours*

## FR 347 Modern French Novel

Reading and discussion of important modern novelists: Mauriac, Malraux, Sartre, Camus, and others. Frequent oral reports and critical papers required.

*3 semester hours*

## FR 366-367 French Literature and Film

This course examines the relation between literature and film. Readings from a wide variety of authors: Diderot, Flaubert, Maupassant, Daudet, Sartre, Camus, Duras, and others. The film version of each work is shown and serves as the basis for class discussion. Frequent oral reports and critical papers required.

*3 semester hours*

## FR 381-382 Coordinating Seminar

Readings and studies in a specialized area of French, under the direction of a staff member. Designed to fill the special needs of specific students; given at the discretion of the Department Chair. Hours by arrangement.

*6 semester hours*

# German

## GM 11-12 Basic German

The purpose of this course is to teach the students not only to read German but also to pronounce correctly, to understand, to speak, and to write German. Three classes and one laboratory period per week per semester.

*6 semester hours*

## GM 101-102 Intermediate German

In this course the principles of pronunciation and grammar are reviewed as needed for composition work and conversation both in the classroom and in the language laboratory. Literary selections are read not only for their aesthetic value but also because they reflect and illustrate characteristic traits of the German people and their typical culture. Three classes and one laboratory period per week for two semesters.

*6 semester hours*

## GM 181-182 Continuing German

The aim of this course is to introduce the student to the major works of literature. Emphasis will be placed on the literary and cultural significance of the texts. A primary goal will be to increase the students' reading ability through intensive analysis. Three classes each week for 2 semesters.

*6 semester hours*

## GM 221 Stylistics and Composition

This course is intended to assure proficiency in the written language. Model passages from the great writers studied, analyzed, and imitated with a view toward developing the student's own accurate and precise style.

*3 semester hours*

## GM 222 German Conversation

This course is intended to assure fluent and accurate use of the spoken language. Correct pronunciation reviewed and drilled through phonetic transcriptions and the imitation of recorded artists. Prerequisite: GM 131-132 or its equivalent. Required for German majors.

*3 semester hours*

## GM 251-252 German Civilization and Culture

The main currents of German civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Germany are scanned and studied as a basis for class discussions.

*6 semester hours*

## GM 301-302 Survey of German Literature

A study of the development of German literature from 800 to the present. Selected readings within the framework of the cultural historical development of German literature.

301. The Nibelungenlied, Parzival, the Minnesanger, Martin Luther, Baroque poetry, and Lessing.

302. Storm and Stress, Weimar, the Romantic movement, literary movements of the 19th and 20th centuries, and the readings in major works of contemporary literature.

*6 semester hours*

## GM 321 18th Century German Literature

The development of German literature from the "Sturm und Drang" movement, through the classic period of Goethe and Schiller, Henrich von Kleist, analysis of the Romantic literary theory (Eichendorff, Novalis, Hoffmann).

*3 semester hours*

## GM 331 19th Century German Literature

German prose and drama between 1830 and the turn of the century. Junges Deutschland, Biedermaier, Poetic Realism, and Naturalism. Selected works of Buchner, Stifter, Keller, Meyer, Hebbel, Fontane, and Hauptmann.

*3 semester hours*

## GM 341 20th Century German Literature

A critical study of the intellectual ferment and aesthetic reevaluation around the turn of the century concluding with the National Socialism. Readings and analysis of the most important writers of this time. Wedekind, Kaiser, Kafka, Rilke, Thomas Mann, Hofmannsthal, Musil, Broch, Brecht.

*3 semester hours*



**GM 381-382 Coordinating Seminar**

Readings and studies in a specialized area of German, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement.

*6 semester hours*

**Italian****IT 11-12 Basic Italian**

The purpose of this course is to teach the students not only to read Italian but also to pronounce correctly, to understand, to speak, and to write simple Italian. Three classes and one laboratory period per week per semester.

*6 semester hours*

**IT 101-102 Intermediate Italian**

In this course the principles of pronunciation and grammar are reviewed. Meaningful materials are read for their value in illustrating characteristic traits of the Italian people and their culture. Oral work is systematically developed through classroom exercises supplemented by laboratory practice. Three classroom sessions and one laboratory period per week for two semesters.

*6 semester hours*

**Japanese****JA 11-12 Basic Japanese**

This is a two-semester course sequence which serves as an introduction to modern colloquial Japanese and stresses acquisition of conversational skills. A second major goal is student mastery of reading and writing Japanese in the phonetic kana syllabaries. The instructor will supplement textbook materials with occasional lectures to aid students in relating their practice in the spoken language to socio-cultural contexts, a crucial element in Japanese. Three class meetings and one laboratory period required per week.

*6 semester hours*

**JA 101-102 Intermediate Japanese**

A one-year, two-semester course sequence in modern colloquial Japanese. Instructional emphasis in the first semester will be on continued acquisition of conversational skills. In the second semester, emphasis will shift towards reading and discussion, in Japanese, of selected short texts. Mastery of a total of approximately 350 kanji is a secondary goal of the course. Three class meetings and one laboratory period required each week. Prerequisites: JA 11 and JA 12, or permission of the instructor.

*6 semester hours*

**Spanish****SP 11-12 Basic Spanish**

The purpose of this course is to teach the student not only to read Spanish but also to pronounce correctly, to understand, to speak, and to write Spanish. Three classes and one laboratory period per week per semester.

*6 semester hours*

**SP 101-102 Intermediate Spanish**

In this course the principles of pronunciation and grammar are reviewed as needed for composition work and conversation, both in the classroom and in the language laboratory. Three classes and one laboratory period per week for two semesters.

*6 semester hours*

**SP 181-182 Continuing Spanish**

Analysis of artistic and socio-political motifs through discussion of literary selections as well as Spanish language newspapers and periodicals. Films and filmstrips will serve as catalysts to discussion of contemporary issues. Review of particularly troublesome points of syntax. Three classes each week for two semesters.

*6 semester hours*

**SP 211 Career-Oriented Spanish**

This course is for students who wish to continue their work in written and spoken Spanish to acquire a skill that would be an asset in numerous careers. Through papers and classroom discussion, emphasis is placed on learning vocabulary related to business, law, medicine, social work, etc.

*3 semester hours*

**SP 221 Spanish Composition**

The objective of this course is to improve the student's proficiency in the written language. It provides opportunity for practice in accurate use of vocabulary, grammar, and syntax.

*3 semester hours*

**SP 222 Spanish Conversation**

The goal of this course is to develop and improve the student's conversational ability. This is accomplished through class discussion of a variety of contemporary topics. Opportunity is provided for practice in improvement in pronunciation, increasing vocabulary, and correct use of grammar.

*3 semester hours*

**SP 225 Spanish Structure and Syntax**

A study of the difference between Spanish and English, and of the major difficulties in Spanish which confront the native English speaker. Although the course is broad in scope, the work ranges from the basics of pronunciation, lexicology, and comparative structure to rules of current usage. Particular attention will be given to the subjunctive, the verbal system, *ser* and *estar*, and others.

*3 semester hours*

### SP 245 Analysis and Interpretation of Hispanic Literature

The course provides students with the fundamentals of literary analysis in the genres of poetry, narrative, theater, and film. Use of materials from around the Hispanic world will present a broad historical-cultural context for further reading, and sharpen the skills of analysis, argumentation, speaking and writing. Focused on literary study whose critical terms derive from the structure of literature itself (plot, scene, shot, verse, etc.), the course concludes with a brief survey of contemporary theoretical approaches. Critical papers required. Prerequisite: SP 182 or permission of instructor. *3 semester hours*

### SP 251 Spanish Civilization and Culture

The main currents of Spanish civilization are presented by means of lectures and student participation in written and oral reports. The geography, history, literature, and fine arts of Spain and Latin America are scanned and studied as a basis for class discussions. *3 semester hours*

### SP 253 Spanish American Civilization

This course presents a general view of Spanish-American civilization from Pre-Columbian times to the present. The culture, history, and fine arts of Spanish-America are studied through selected readings, slides, and films. *3 semester hours*

### SP 261 Comparative Grammar: English/Spanish

This course will study the comparative grammatical and syntactic patterns of English and Spanish. Through the application of modern linguistic studies, students will use their knowledge of how their native language functions to study correlative sentence patterns in both languages. Exercises will illustrate how English and Spanish do or do not correlate; and detailed study of selections of modern Spanish prose will further help students to understand how Spanish patterns function within a literary context. *3 semester hours*

### SP 262 Translation from Written Spanish into English

The objective of this course is to learn how to translate from Spanish into correct, clear, and fluent English. Solid command of both languages is assumed. Practice will include translation of newspaper and magazine articles, commercial announcements, chapters from guide books, and literary selections. The range of materials is broad in order to provide students with exposure to different styles and levels of written Spanish. Numerous short papers and one long project required. *3 semester hours*

### SP 301-302 Survey of Spanish Literature

This course presents a general view of Spanish literature from its origin to the present day. Emphasis is placed upon the more important writers and the major literary periods. *6 semester hours*

### SP 303-304 Survey of Spanish-American Literature

Reading and critical analysis of the more important writers. Special emphasis on literary currents in Spanish America and their relationship to socio-historic and aesthetic reality. *6 semester hours*

### SP 311 Spanish Literature of Golden Age

A study of the more important writers of the 16th and 17th centuries. Special emphasis will be placed upon Cervantes, Lope de Vega and Calderon de la Barca. *3 semester hours*

### SP 331 19th Century Literature

Study and analysis of representative works of the Romantic and Realist movements. The emphasis will be on theatre and poetry or on novel, depending on students' needs. *3 semester hours*

### SP 341 Contemporary Spanish Literature

A study of the most representative writers of the Generation of 98 as well as an analysis of selected writers of the present century. *3 semester hours*

### SP 346 Spanish American Drama

The course initiates the student in the process of critical thinking conducive to understanding and appreciating drama. Course procedure centers on student analysis and discussion of the definitive works of the 19th and 20th century in Spanish America. Selections will be taken from dramatists such as F. Sanchez, R. Usigli, R. Marques, Egon Wolff, G. Gambaro but may also include Chicano, testimonial, and collective theater. Critical papers and/or oral reports may be required. *3 semester hours*

### SP 347 Masters of the Spanish American Novel

Critical reading and discussion of key works in the novel genre with special emphasis given to the 20th century and authors as diverse as Azuela, Gallegos, Carpentier, Asturias, Garcia Marquez, Puig, Skarmeta. Consideration may also be given to current trends, popular culture, the testimonial novel, and others. Critical papers and/or oral reports may be required. *3 semester hours*

### SP 351 Spanish-American Essay

A study of the socio-political contents and aesthetic qualities of representative works from the Colonial to the Contemporary period. *3 semester hours*

**SP 353 Spanish American Short Prose Fiction**

The short story is arguably Spanish America's strongest and most favored form of narrative fiction. The course is designed to immerse the student in the narrative world with emphasis on the contemporary period in order to facilitate the comprehension of the peculiar nature of short fiction in American Spanish. To be included among others, are: E. Echeverría, R. Darío, H. Quiroga, Borges, and Cortázar. Attention will also be given to the Short Story of Fantasy, Microstories, and narrative experiments in popular culture. Critical papers and/or oral reports may be required.

*3 semester hours*

**SP 355 Short Prose Fiction of Spain**

This course traces the development of short prose fiction in Spain from the beginnings in the Middle Ages (El Conde Lucanor) to the Golden Age (Cervantes' *Novelas ejemplares*) and its full development in the nineteenth and twentieth centuries.

*3 semester hours*

**SP 357 The Spanish Novel**

A study of the novel of Spain from the time of Cervantes to the present day. Special attention given to the more important novelists and their best works.

*3 semester hours*

**SP 359 Puerto Rican Literature and Culture**

Study and explanation of distinctive elements of the language of Puerto Rico. Discussion of the fusion of indigenous, Hispanic, and Anglo-Saxon influence as manifested in the island's culture. Reading, study, and critical analysis of the more important writers of the contemporary period.

*3 semester hours*

**SP 371 Indianismo**

The Indian as principal theme and motif in diverse genres of Spanish-American literature.

*3 semester hours*

**SP 381-382 Coordinating Seminar**

Readings and studies in a specialized area of Spanish, under the direction of a staff member, designed to fill the special needs of specific students, at the discretion of the Department Chair. Hours by arrangement.

*6 semester hours*

**Music**

*(See Fine Arts)*

## Department of Philosophy

**Professors:** M. Grossman, Long, L. Newton, Tong

**Associate Professors:** Dykeman (*Chair*), Johnston

**Assistant Professors:** Cardoni, Carr, Coleman, DeWitt, Regan

Philosophy is a quest for truth, for ultimate values. The objective of our program, then, is to develop in the student a philosophic habit of mind by which he or she seeks to discover these values. We feel that the quest and the values are interdependent; the mind feeds on value, but values do not submit themselves except through critical evaluation of one's experience. Although there is no one prescribed methodology by which this critical attitude is developed, the emphasis in our program is placed on a blend of the thematic and the historical. Only in the light of their evolution and cultural context can values be thoroughly understood.

Philosophy is delimited and defined today by three major schools: analytic philosophy, existentialism and phenomenology, and speculative or traditional philosophy. Each tradition is represented in Fairfield University's philosophy program. This variety of perspectives gives a broad outlook to the student. The rigor of the program develops confidence and skill within the student.

To further these aims, the Department publishes the *Fairfield Philosophy Journal*, each issue of which consists of student papers selected by a committee of the Department's faculty. In honor of the late Rev. J. Dennis Crowley, S.J., an award is presented annually for the best student essay. Also, the Department annually sponsors a series of lectures and regularly hosts both national and international philosophy society conferences.

**The Core Program in Philosophy**

It is the judgment of the Department that the best introduction to philosophy for the undergraduate is a study of the three major periods of Western thought — namely, the classical, the medieval, and the modern. Reflected here, moreover, is a division that is more than chronological; the



courses represent markedly different approaches to the philosophic enterprise, each of which demands detailed and careful treatment. An acquaintance with dominant themes of each of these periods is felt to be fundamental for advanced study in any field and for a liberal education in general. Such a program, finally, accords with the special identity of Fairfield University, its tradition and values.

Each student takes two semesters of philosophy. The first course is PH 10 — Introduction to Philosophy; the second course is selected from one of the Modern Philosophy options numbered from PH 100 to 199.

If a student decides to take his or her third course in philosophy, any course numbered from PH 20 up may be selected.

#### **Course Requirements for Philosophy Majors**

1. Two history of philosophy courses — ancient-medieval, modern-contemporary.
2. Two courses, each an intensive study of a major philosopher such as Plato, Aristotle, Augustine, Kant, Aquinas, Dewey, etc. In these courses, special emphasis will be placed on the use of primary sources.
3. A course considering the elements of traditional and modern logic.
4. Any other six courses.

Thus a Philosophy 10 course, at least one philosophy course numbered 100 to 199, a logic course, two major figure courses and five courses numbered 200 and above, for a total of 30 credit hours are required for a major in philosophy.

#### **Course Requirements for Philosophy Minors**

1. Two history of philosophy courses — ancient-medieval, modern-contemporary.
2. Three advanced courses in philosophy chosen with guidance and some concentration, e.g. art, politics, history, ethics, etc.

Thus a Philosophy 10, one philosophy course numbered from 100 to 199, and three courses numbered above 200, for a total of 15 credit hours are required for a minor in philosophy.

#### **PH 10 Introduction to Philosophy: Ancient and Medieval**

The aim of this course is to introduce the student to great philosophers of the classical and medieval periods, and through them to the discipline of philosophy in general.

*3 semester hours*

## **Modern Options**

### **PH 150 Modern Philosophy**

This course serves to introduce the student to the philosophy and methods of philosophers from the 17th century to the present through a study of the writings of such philosophers as Bacon, Descartes, Hobbes, Hume, Kant, Tocqueville, Nietzsche, and James. The readings focus on issues in methodology, epistemology, metaphysics, and politics.

*3 semester hours*

### **PH 151 Nature and Mind in Modern Philosophy**

This course deals with the subject of nature and its relation to human knowledge and purposes, first through a detailed study of Francis Bacon's and Rene Descartes's philosophies, then through a series of selected readings from rationalist and empiricist philosophers from the 17th century to the present.

*3 semester hours*

### **PH 153 Existentialism and its Modern Background**

This course explores the basic themes and ideas of existentialism by relating them to their background in European culture and philosophy. Special attention will be given to the thoughts of Descartes, Pascal, Kant, Hegel, Kierkegaard, Nietzsche, Heidegger, and Sartre.

*3 semester hours*

### **PH 154 Philosophy and Literature in the Modern Period**

A study of literary philosophers, e.g., Nietzsche, Santayana, Sartre, and of literary works that raise philosophical issues.

*3 semester hours*

### **PH 155 Philosophy of Science**

A survey of the philosophic background against which contemporary discussions of philosophy of science must inevitably take place with emphasis on contemporary discussions of both natural and social science. Special attention will be given to the "contextuality" of scientific knowledge.

*3 semester hours*

### **PH 156 Ethical Theory**

The course offers a general discussion of the nature of ethics or "moral philosophy" and a comparative study of the various schools of ethical theory. The course will consider such themes as freedom, conscience, the nature of the good, and responsibility.

*3 semester hours*

### **PH 157 Descartes, Pascal, and Hume: Three Philosophical Enemies**

This course considers why Descartes is called "The Father of Modern Philosophy," the grounds on which Pascal repudiates Descartes's philosophy, and Hume's simultaneous hostility and indebtedness to Descartes.

*3 semester hours*

**PH 161 Revolution and Reaction in the 17th Century**

An examination of two powerful modern thinkers, Bacon and Descartes, who both argue for scientific inquiry as the instrument of human salvation; and an examination of Pascal's warnings that a salvation so come by condemns people to illusion. *3 semester hours*

**Electives****PH 203 Logic**

This course is designed to provide a basic acquaintance with prevailing systems and methods of logic, notably traditional (Aristotelian) and modern (standard mathematical) logics. *3 semester hours*

**PH 206 20th Century Philosophy**

This course presents a coherent picture of the main currents of contemporary philosophy in both the Western and the non-Western tradition: Phenomenology and Existentialism, Pragmatism and Analytic Philosophy, Marxism and Dialectic Materialism, and Philosophy of History and Culture. *3 semester hours*

**PH 207 Aesthetics**

A study of aesthetic experience and an examination of concepts like imitation, expression, and psychic distance; a consideration of the relationships among the various arts, and an exploration of the role of art in life. *3 semester hours*

**PH 208 Early Medieval Philosophy**

This course is designed as a general introduction to medieval philosophy and includes a general survey of the period. Readings are taken from Christian writers up to and including the 13th century. The course aims at showing the origin and development of themes characteristic of medieval Christian philosophy. *3 semester hours*

**PH 209 Augustine and the Augustinian Tradition**

This course will take as its focus the rich and enduring philosophical synthesis of the bishop of Hippo as compared and/or contrasted with a later philosopher who was subject to his influence. Included could be such figures as Bonaventure, Aquinas, Descartes, Pascal, and Camus. *3 semester hours*

**PH 210 Reason and Revelation in the Middle Ages**

The course investigates the relationship of philosophy and theology, reason and faith, as it existed in the writing of Augustine, Boethius, Averroes, and Aquinas. *3 semester hours*

**PH 211 Epistemology**

What is the difference between knowledge and mere belief or opinion? What do we really know, and how do we know it? Epistemology—the study of knowledge—is the branch of philosophy concerned with such questions. The course will explore epistemological issues through an examination of some of the important contributions to the field. *3 semester hours*

**PH 212 Political Philosophy I: Plato to Machiavelli**

This course will consider the evolution of political thinking from the Golden Age of Athenian democracy to the dawn of the modern period. It will take as its focus the changing views of the body politic from Plato through Augustine, Thomas Aquinas and Marsilius, to Renaissance thinkers like More and Machiavelli. *3 semester hours*

**PH 213 Neoplatonism**

This course will examine the rich and influential Platonic tradition from Plotinus, Augustine, and Boethius, through its medieval representatives, to the reestablishment of the Academy in the Renaissance. *3 semester hours*

**PH 214 The Problem of God**

This course will study the problem of the existence of God, including the metaphysical and epistemological issues entailed therein, as developed by such thinkers as Augustine, Anselm, Aquinas, Descartes, Kant, Kierkegaard, and James. *3 semester hours*

**PH 215 Metaphysics**

This course concerns itself with being as being and our knowledge of being; its aim is to develop in the student's mind an operative habit of viewing reality in its ultimate context. *3 semester hours*

**PH 217 Mysticism and Western Philosophy**

This course will study and compare the sometimes conflicting, sometimes complementary traditions in the history of Western thought: the intellectual and the affective or mystical. The one stresses the ability of the reason to know, even something of the divine; the other abandons the reason for the "one thing necessary." Among the philosophers to be read are Plotinus, Augustine, PseudoDionysius, Bernard, Bonaventure, Thomas d'Aquino, Eckhart, and Dante. *3 semester hours*

**PH 218 History of Medieval Philosophy**

This course offers a review of the development of philosophy in the Latin West, including the Arab and Jewish traditions, from Augustine to Francis Suarez. The most significant thinkers of this period will be examined textually. *3 semester hours*

### PH 219 Aquinas

This course will focus its attention on Aquinas' *Summa Contra Gentiles*, a work at once more philosophical and more personal than the later and better known *Summa Theologiae*. The SCG exemplifies the Christian intellectual reaction to Arabian Aristotelianism and at the same time bears witness to Thomas' belief in the unity of truth. Such questions as the existence and attributes of God, the nature and powers of the human composite, immortality, the human act, good and evil, man's felicity, providence and freedom, natural law, and the virtues will be examined and analyzed.

3 semester hours

### PH 220 Francis Bacon

A study of Francis Bacon's philosophy — a philosophy concerned in the main with nature and with the natural sciences as the chief human means of coming to grips with nature — and an inquiry as to how far modern science has progressed in putting Bacon's philosophy into operation.

3 semester hours

### PH 230 Sartre and Heidegger

A critical examination of Sartre's "Being and Nothingness" and Heidegger's "Sein and Zeit." Such existential notions as "freedom, bad faith, nothingness, facticity" will be examined.

3 semester hours

### PH 232 Nietzsche and Kierkegaard

This course concentrates on the major writings and central insights of the two thinkers. It attempts, also, to determine and evaluate their contributions to the development of contemporary existentialism and to current radical thinking about God and morality.

3 semester hours

### PH 233 Introduction to Oriental Philosophy

A coherently developed account of the salient features of the two philosophical traditions of China and India as contrasted with each other and with the Western tradition.

3 semester hours

### PH 235 Immanuel Kant

An inquiry into the major metaphysical, epistemological and ethical themes developed by this revolutionary and important German philosopher. The course will include a survey of the influences of Kant and his influence on subsequent philosophy.

3 semester hours

### PH 236 Plato

This course will be concerned with central ontological and epistemological themes in selected early, middle, and late Platonic dialogues. Particular attention will be given to Plato's inclination to identify virtue with knowledge.

3 semester hours

### PH 237 Aristotle

An introduction to Aristotle through a selection of his works. An exploration of their relation to other works, their place in the scheme of the sciences, and a thorough investigation of their subject matter.

3 semester hours

### PH 247 Scepticism

An examination of the major writings on Scepticism from Sextus Empiricus to the present day.

3 semester hours

### PH 264 Philosophical Theories of Pleasure and Pain

The goal of this course is to acquaint the student with the great variety of philosophical attempts to make definitive statements about the roles of pleasure and pain in human experience. Readings will be drawn from the works of philosophical authors both ancient and modern, and as well from the works of certain modern short story writers.

3 semester hours

### PH 281 Phenomenology

Many basic problems arise because we lack a clear view of our own experience. Phenomenology attempts to give us unimpeded access to our intellectual presuppositions. This course includes a general survey of the foundations and prospects of phenomenology as a discipline. It focuses on the phenomenology of perception as taught by Maurice Merleau-Ponty and the phenomenology of the emotions and of the moral life as taught by Max Scheler.

3 semester hours

### PH 282 Bioethics

A study of ethical issues as they relate to clinical relationships, systematic human experimentation, and the development of biomedical technology.

3 semester hours

### PH 283 Ethical Theories in America

This course is a study of the growth and development of ethical theory in America. America's first philosophers, Jonathan Edwards, Benjamin Franklin, Thomas Jefferson et al, distinguished their philosophies in terms of religious, political, and social values. This ethical stance became a tradition in America. This tradition will be examined in the writings of representative American philosophers.

3 semester hours

### PH 284 Medical Ethics

This course will involve a study of major philosophical and religious theories as they refer to medical-moral problems.

3 semester hours

### PH 285 Philosophy of Literature

An examination of the philosophy "of" literature (the general nature of poetry and prose) and philosophy "in" literature (specific works that harbor philosophical ideas).

3 semester hours



**PH 287 Philosophy of Religion**

An inquiry into the nature of religion in general from the philosophical point of view, i.e., an inquiry employing the tools of critical analysis and evaluation without a predisposition to defend or reject the claims of any particular religion. *3 semester hours*

**PH 288 Social and Political Philosophy**

An analysis of the writings of leading social and political thinkers, with special consideration of the movements of protest and dissent. *3 semester hours*

**PH 289 Philosophy of Law**

An examination of the major questions of legal philosophy, the nature of legal rights and legal duties, the definition of law, and the grounds of legal authority. *3 semester hours*

**PH 294 American Philosophy**

The origin and development of the American philosophical tradition and its culmination in Pragmatism. The relation of philosophical ideas in America to literature, religion, and politics. Major emphasis is given to the writings of Jonathan Edwards, Ralph Waldo Emerson, Charles Sanders Peirce, William James, and John Dewey. *3 semester hours*

**PH 295 19th Century Philosophy**

This course is a study of the representative philosophers of the 19th century — notably Kant, Fichte, Schelling, Hegel, Schleiermacher, Schopenhauer, Nietzsche, Kierkegaard, and Marx. *3 semester hours*

**PH 298 Senior Essay**

Philosophy major seniors may opt for a senior essay rather than take a particular three-credit course. *3 semester hours*

**PH 397 Social and Business Ethics**

An examination and analysis of the moral relations resulting from man's social nature. A study of problems in business ethics: relation between employee and company, advertising, pricing, competition, unions, ecology/energy, relation between business and the social order. *3 semester hours*

**Applied Ethics Courses**

*(See descriptions under Applied Ethics)*

AE 281	Ethics in Communication
AE 282	Ethics and the Computer
AE 284	Ethics, the Environment, and Corporate Policy
AE 285	Ethics of Health Care
AE 286	Ethics of Research and Technology
AE 290	Ethics in America: The Telecourse
AE 291	Ethics in Business Management
AE 293	Ethics in War, Peace, and the American Economy
AE 294	Ethics in Media and Politics
AE 295	Ethics in Law and Society
AE 296	Ethics in Government
AE 391	Seminar in Business Ethics
AE 393	Seminar in War, Peace, and Public Policy
AE 395	Seminar in Legal Ethics
AE 396	Seminar in Ethics and Government
AE 397	Seminar in Bioethics: Life and Death
AE 398	Seminar in Bioethics: Professional Responsibility
AE 399	Special Topics in Applied Ethics



## Department of Physics

**Professors:** Hadjimichael (*Chair*), McElaney, Zabinski

**Associate Professors:** Beal, V. Newton, Winn.

The Department of Physics offers three different programs: (a) Physics, (b) Engineering, (c) a Concentration in Digital Electronics and Communication Physics (Applied Physics).

The science of physics is concerned principally with the physical laws that determine the nature and interactions of matter and energy and underlie all physical phenomena. It is the fundamental science for most branches of engineering and technology and has innumerable applications in medicine, industry, and everyday life.

The educational objectives of the Department of Physics can be summarized as follows: (a) Physics and engineering students are guided to an understanding of physical laws and their applications; (b) students are trained to think logically and develop their problem-solving ability; (c) they develop experimental skills and become knowledgeable in the use of instrumentation; and (d) they are instructed in advanced mathematics and the use of computers and microprocessors. Physics and engineering students automatically earn a minor in mathematics. Physics graduates can either pursue graduate studies leading to M.S. and Ph.D. degrees in any subfield of physics or follow industrial careers in research and development, teaching careers in science education or professional careers in such fields as health physics, computer systems, medicine, biostatistics, architecture, patent/high-tech law, etc.

The program in Engineering is described on page 64 of this catalogue.

The program in Digital Electronics and Communication Physics focuses on laser technology, digital electronics, electro-optics, microprocessors and communication technology. Students undergo rigorous training in state-of-the-art instrumentation. They are imparted knowledge of the fundamental physical processes that constitute the basis of modern technology. Graduates of this program can

pursue graduate studies or enter immediately after graduation the mainstream of technological research and development in a corporate environment.

## Bachelor of Science

### Major in Physics

*Major in Applied Physics (Digital Electronics and Communication Physics)*

	Semester Hours	
	Fall	Spring
<b>Freshman Year</b>		
Introductory Physics with Lab (PS 15-16)	4	4
Calculus I, II (MA 25-26)	4	4
Computer Programming (IS 235)		3
English (EN 11-12)	3	3
Foreign Language	3	3
Social Science Elective	3	
<b>Sophomore Year</b>		
Digital Electronics and Microprocessors with Lab (PS 211)	4	
Circuit Analysis and Analog Systems with Lab		4
Chemistry (CH 15-16)	4	4
Optics (PS 222)	3	
Calculus III (MA 227)	4	
Ordinary Differential Equations (MA 321)		3
Modern Physics (PS 285)		3
Philosophy — Religious Studies	3	3
<b>Junior Year</b>		
Electricity and Magnetism I (PS 271)	3	
Electricity and Magnetism II (PS 371)		3
Theoretical Mechanics (PS 226)	3	
Partial Differential Equations (MA 322)	3	
Quantum Mechanics (PS 388)		3
Special Functions (MA 323)		3
Advanced Laboratory (Optics and Lasers, PS 203)	1	
Advanced Laboratory (Modern Experimental Methods I, PS 204)		1
English — Philosophy	3	3
History 30	3	

One intermediate-level  
History course 3

### Senior Year

Nuclear Physics (PS 286) 3

Condensed Matter Physics  
(PS 390) 3

\*Computer Organization and  
Assembler (CS 221) 3

\*Device Physics (PS 398) 3

Thermodynamics (PS 241) 3

\*Communication Physics  
with Lab (PS 394) 3

Advanced Laboratory  
(Modern Experimental  
Methods II and Advanced  
Optics) (PS 205-206) 1 1

Religious Studies — Philosophy 3 3

Fine Arts Elective 3 3

\*Technical Writing 3

Social Science Elective 3

*\*Digital Electronics and Communication Physics electives only.*

### Minor in Physics

Students who major in an area other than Physics can earn a minor in Physics by completing the following minimum requirements.

1. Introductory Physics with lab ((PS 15-16 or PS 83-84)
2. Three semester courses chosen among the 200 and 300 Physics courses, with Chairman's approval.
3. Two semesters of Laboratory courses chosen among PS 203-206, with the Chairman's approval.

### PS 15 General Physics I

Mechanics and heat for students whose field of concentration will be physics, mathematics, or chemistry. An introductory course. Rigorous mathematical derivations are used freely. A study of velocity and acceleration, Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, elastic properties of solids, fluids at rest and in motion, properties of gases; measurement and transfer of heat, elementary thermodynamics. 4 semester hours

### PS 16 General Physics II

Electricity, light, and sound. A continuation of PS 15. A study of magnetism and electricity, simple electric circuits, electrical instruments, generators and motors, characteristics of wave motion, light and illumination, reflection, refraction, interference, and polarization of light, color, and the spectrum; production and detection of sound waves. 4 semester hours

### PS 30 Programming the Personal Computer\*

This is a programming course in BASIC for the Apple computer. Students learn to write programs with application to numerical and non-numerical problems in a wide range of topics, including science, business, linguistics, and education; other topics include artificial intelligence, robot programming, machine language, sound, graphics and use of commercially available software. Classes meet frequently in the computer room for hands-on use of the computer. 3 semester hours

### PS 70 Computers in Contemporary Society

The course provides a general introduction to computers for the non-science major. Topics covered include computer programming in BASIC, history of computers, hardware and software, data processing, and simulation; also computers in education, industry, business, health care, and the social implications of computers. 3 semester hours

### PS 71 Physics of Light and Color

This course is intended for students who are not majoring in the physical sciences. The particle-wave duality of light will be covered as will the relationship of light to other electromagnetic waves. Other topics discussed include polarization, vision, color and the perception of color, optical phenomena in nature, and in biological systems, color and light in art, simple optical instruments, sources of light and their spectra, lasers, and holography. 3 semester hours

### PS 73 Man and Technology

Major concepts of modern information science are considered with emphasis on the man-technology interaction. These concepts include modeling and decision making in such areas as energy, population, pollution, transportation, and computers. 3 semester hours

### PS 76 Physics of Sound and Music

The physical principles in the production of sound are examined with emphasis on sound produced by musical instruments. This includes the nature of wave motion as produced by vibrating strings and organ pipes, as well as harmonic content, musical scales and intervals, and the mechanism of the hearing process. Applications are made to the construction and characteristics of musical instruments, and to the design of auditoriums and concert halls. 3 semester hours

### PS 78 The Nature of the Universe

Geocentric and heliocentric models of the universe from the ancient Greeks to Newton, the life cycle of stars, evidence for an expanding universe, modern concepts of space, black holes, evolutionary and steady state theories of the universe. 3 semester hours

*\*This course does not satisfy core requirements in natural science.*



### PS 83 General Physics for the Life and Health Sciences I

Mechanics, heat and thermodynamics, wave motion and sound. The fundamentals of each area are treated rigorously. A study of velocity and acceleration. Newton's Laws of Motion, work, energy, power, momentum, torque, vibratory motion, and elastic properties of solids; properties of gases, transfer of heat, and elementary thermodynamics. 3 lectures, 1 laboratory period. *4 semester hours*

### PS 84 General Physics for the Life and Health Sciences II

A continuation of PS 83. Light, electricity and magnetism — a study of the nature of light, reflection, refraction, diffraction, and polarization; electrostatics, DC circuits, magnetic forces, electromagnetic induction, AC circuits, electrical instruments, generators and motors. 3 lectures, 1 laboratory period. *4 semester hours*

### PS 87 Fundamentals of Astronomy

This one-semester course introduces the student who is not majoring in science to the principal areas, traditional and contemporary, of astronomy. The traditional topics to be studied will be: an historical background to astronomy, telescopes, the sun, the moon, the major and minor planets, comets, and meteors. After these subjects have been discussed in detail, the areas appropriate to modern astronomy will be discussed. These topics will include: the composition and evolution of stars, star clusters, quasars, pulsars, black holes, and cosmological models. *3 semester hours*

### PS 92 History and the Cultural and Social Impact of Science

The objectives of this course are (a) to trace the historical development of science and induce an appreciation of universal natural laws, (b) to investigate the scientific influence on the development of culture and society, (c) to take a critical view of the culture and social institutions of today and examine to what extent science is responsible for their ills or virtues, and (d) to determine if it is possible that a concerted action on the part of the scientific enterprise can truly improve the human condition. The first part of the course focuses on culture, the second on social institutions. *6 semester hours*

### PS 93 Energy and Environment

This course is designed to introduce students not majoring in the natural sciences to topics relating to work, energy, and power. Many of the environmental consequences resulting from our use of energy will be explored. The finite nature of our fossil fuels will be examined, as well as many of the alternatives to energy resources, including solar energy, wind, tidal, and geothermal energy, nuclear fission, and nuclear fusion. Mathematical prerequisites are limited to arithmetic and simple algebra. *3 semester hours*

### PS 95 Meteorology

The course introduces the science of meteorology to the student who has little formal training in physics and mathematics. It includes a study of the composition and structure of the earth's atmosphere; the scientific instruments which measure atmospheric changes; and the forces which produce winds and storms. Applications are made to weather forecasting, to the economic impact of weather, and to the modification of weather and climate. *3 semester hours*

### PS 203 Laboratory in Optics and Lasers

This is a course in classical optical experimental methods, with experiments in geometrical optics, optical instruments, optical materials, velocity of light, interference, Fraunhofer and Fresnel diffraction, Michelson and Fabry-Perot interferometers, polarization; it also includes an introduction to spectroscopy, fiber optics and lasers. *1 semester hour*

### PS 204 Laboratory in Modern Experimental Methods I

PS 204 and PS 205 each offer laboratory experience in modern experimental methods and techniques. They each involve laboratory investigation of fundamental concepts in modern physics including: atomic, nuclear, solid-state, X-ray, acoustic, superconductivity and quantum physics. Laboratory procedures are designed to emphasize hands-on work with basic experimental equipment such as: vacuum systems, power supplies, electronics and instrumentation, detectors, diagnostic techniques, computer interfaces, data acquisition and control hardware and software, etc. These two laboratory courses are designed to give the student the maximum amount of opportunity to work on his/her own with minimum supervision. *1 semester hour*

### PS 205 Laboratory in Modern Experimental Methods II

See Catalog description for PS 204. *1 semester hour*

### PS 206 Laboratory in Advanced Optics and Optical Communications

This laboratory course offers experiments in Fourier Optics, holography, fiber optics systems, optical modulation and detection, noisy signal analysis, and topics in quantum optics and coherence, including pulsed and CW lasers, optical cavities, quantum optics and optical scattering (Rayleigh, Raman). Computational simulation of optical systems will be employed in some experiments. Students are encouraged to propose and carry out individual projects in advanced optics with the advice and consent of the instructor. *1 semester hour*

**PS 211 Digital Electronics and Microprocessors**

This is a lecture and laboratory course where students will be trained in the practical aspects of digital electronics, beginning with simple transistor circuits and advancing to the design and development of microprocessor circuits. The following topics are presented: number systems (decimal, binary, octal, hexadecimal, BCD); Boolean algebra; integrated circuits versus discrete components; logic gates; AND/OR/NAND/NOR/XOR circuits; flip-flops; multiplexers and decoders; counters; registers; memory devices; arithmetic and logic units; analog/digital and digital/analog conversion techniques. Students will also utilize laboratory equipment such as "bread-boarding" equipment, pulsers, oscilloscopes, and logic probes.

*4 semester hours*

**PS 212 Circuit Analysis and Analog Systems**

This is a lecture and laboratory course where students will be introduced to the theory and practice of basic electronics and linear/analog circuitry. Topics covered include: Kirchhoff's laws and applications; concepts of capacitive and inductive reactance; impedance calculation using vector and complex notation; DC, AC, and transient circuit behavior; operation of basic solid state devices (diodes, junction transistors, FET's, SCR's); operational amplifiers; active and passive filters; feedback techniques; and frequency dependent effects. The students also work with the basic laboratory test equipment such as the digital volt-ohm-amp meter, function generator, oscilloscope, and counter/timer.

*4 semester hours*

**PS 214 Microprocessors and Computer Interfacing**

This course is an introduction to microprocessor-based design and the design of interfacing for instrumentation. In the first part of the course, students design registers, counters, memories, etc., and eventually, microprocessor-controlled circuits. In the second part of the course students design and test interface circuits using logic designs, simulators, and microprocessor trainers. In the final phase, students design experiments for microprocessor-controlled robots. *3 semester hours*

**PS 222 Modern Optics and Wave Phenomena**

An introduction to wave phenomena and particular application to light and optics. Periodic motion, superposition, forced and damped vibrations, boundaries, dispersion, Fourier analysis and examples of wave motion in mechanics, electricity, sound and fluids. The nature and properties of light; geometrical optics; prisms, mirrors, lenses, optical instruments, optical fibers and waveguides; physical optics: interference, diffraction, polarization and spectra; coherence, lasers and quantum optics. *3 semester hours*

**PS 226 Theoretical Mechanics**

Fundamental ideas of classical mechanics; elementary dynamics; gravitational forces and potentials; free and forced harmonic oscillations; central fields and the motions of planets and satellites. Lagrange's equations, small oscillations, and normal modes.

*3 semester hours*

**PS 241 Thermodynamics**

Temperature scales and thermodynamic systems; Carnot cycle; absolute temperature; entropy. The laws of thermodynamics; chemical, electric, and magnetic systems; kinetic theory of ideal gases; distribution of molecular velocities; the Maxwell-Boltzmann statistics; applications of the Boltzmann statistics; quantum statistics. *3 semester hours*

**PS 271 Electricity and Magnetism I**

Electrostatics and the concepts of field, flux and potential, Gauss' Law and its applications, vector and scalar fields and vector operators, energy of charge systems, dipole fields, Laplace's equation, magnetic fields, and potentials. *3 semester hours*

**PS 285 Modern Physics**

Fundamentals of atomic and molecular structure; photoelectric effect; special relativity; black body radiation, Bohr Theory; optical spectra; Compton Effect and x-rays; introduction to quantum mechanics.

*3 semester hours*

**PS 286 Quantum Mechanics**

This course is to introduce the student to the physical concepts and mathematical formulations of non-relativistic quantum mechanics. Topics to be discussed will include: the Schrodinger wave equation, Fourier techniques and expectation values, operator formalism, angular momentum, central forces, matrix representations, and approximation methods. Prerequisites: classical mechanics, atomic physics, advanced calculus and differential equations. *4 semester hours*

**PS 288 Biomedical Physics and Technology**

This course is designed to introduce the student to the physical principles that operate in normal and abnormal states of the human body and to the study of the instrumentation used for diagnostic and therapeutic purposes. The principles of operation of a large array of biomedical instrumentation and the utilization of data collected by these devices is studied in detail.

*3 semester hours*

**PS 371 Electricity and Magnetism II**

Electric and magnetic fields in matter, solutions to Laplace's equation and the boundary value problem; multiple expansion of fields and potentials; Maxwell's equation and electromagnetic radiation; polarization; relativistic transformation of fields; electrical conduction in gases and plasmas. *3 semester hours*

### PS 388 Elementary Particles and Nuclear Physics

This course begins with a review of elementary particles, their properties and classification and their nuclear and electromagnetic interactions. It proceeds with the study of bound nuclear systems, conditions for nuclear stability, and radioactive decay modes. Finally, particle accelerators and other nuclear experimental facilities are examined. Prerequisite: PS 286.

3 semester hours

### PS 390 Special Topics

The content of this course is selected among the following areas: condensed matter physics, numerical analysis and computational physics, wave phenomena and quantum phenomena. Condensed matter topics include mechanical, thermal and electric properties of matter; magnetism, superconductivity, and magnetic resonance. Topics in numerical analysis and computational physics include solutions of differential equations, boundary value and Eigenvalue problems, special functions and Gaussian quadrature, and matrix operations. Finally wave phenomena include electric and mechanical oscillators, coupled oscillators, transverse and longitudinal waves, waves on transmission lines and electromagnetic waves. The quantum phenomena part includes advanced topics in quantum mechanics with applications in the structure of nuclei, atoms, molecules, metals, crystal lattices, semiconductors and superconductors.

3 semester hours

### PS 391-392 Theoretical/Experimental Independent Study

This course provides an opportunity for intensive investigation, experimental or theoretical, of selected topics at an advanced level under the guidance of a faculty member. Participation in this course is required of all seniors.

Credit by arrangement

### PS 394 Communication Physics (Applied Electromagnetism)

This is a basic course in communication and modulation theory stressing the organization of modern digital communication systems. It includes the following topics: wave propagation in free space, transmission lines, antenna theory; noise; fiber optics; microwave application, laser holography and quantum electronics; AM, FM transmissions.

3 semester hours

## Department of Politics

**Professors:** Dew, Donnarumma (*Chair*), A. Katz, Orman

**Associate Professors:** Cassidy, Greenberg, Kahn

**Instructor:** Landy

The Department of Politics has attempted to develop a balanced and diversified curriculum which covers the major subfields of the discipline. While very much aware of the perennial questions of government and society which puzzled political philosophers such as Aristotle and Plato, the Department is concerned that its students be well-versed in the affairs and contending theories of the contemporary world. It is also committed to the development of rigorous analytical skills, the arts of communication (both spoken and written), and experiential learning. Professors are closely involved with the programs in applied ethics, international relations, Asian studies, peace and justice, and Latin American and Caribbean Studies. Thus, while it is designed to provide a broad liberal education, the politics curriculum is also appropriate for a large number of career orientations, especially law, government, the media, teaching, and business.

A major in politics will constitute 30 credits: 6 at the lower division level and 24 at the upper division level. Each student must take two courses in each of the following fields in order to fulfill the requirements of the major: American government and politics, political theory, and comparative politics/international relations.

Minors in politics are required to complete 18 credits, including the introductory courses and one course from each of the above subfields.

### PO 11 Introduction to American Politics

An examination of the American political system and the American political culture; consideration of the major political institutions in relation to policy perspectives; an examination of the ability of the political system to deal with societal problems; analysis of proposals for reform of the political system.

3 semester hours



**PO 12 Introduction to Comparative Politics**

This course surveys the political systems of the United Kingdom and France, the Soviet Union and China, and Brazil and South Africa. It seeks to explore the relationship between cultural and socio-economic conditions and political behavior, while illustrating some of the basic concepts and methods of comparative political analysis.

*3 semester hours*

**PO 107 American Law and Social Responsibility**

A study of the foundations of modern jurisprudence, dealing with the theories and systems of law; the forms and methods of trials, and law in the modern world and societal response.

*3 semester hours*

**PO 108 State Politics**

A study of state constitutions and powers; branches of the political edifice and the attendant bureaucracy including its dynamism. The problems of finances and budget are considered with some concern for the effect upon county and local government. Law enforcement and other selected problems and functions are included.

*3 semester hours*

**PO 111 Western Political Thought I**

Political theory from Plato to Locke. Plato, Aristotle, and the Epicureans. The Stoics and the law of nature. Early Christian political ideas; Ambrose, Augustine, and Gregory. The Roman Lawyers. Church and state in the feudal regime; Aquinas and Dante. The conciliar theory, Machiavelli, and the Reformers. English political theory in the 17th century: Hooker, Coke, and Hobbes.

*3 semester hours*

**PO 112 Western Political Thought II**

Political theory from Locke to the present. Locke and the "Glorious Revolution." French political thought and the Revolution: Montesquieu, Voltaire, and Rousseau. Hume and his destruction of the natural law; Burke and tradition; Hegel and his dialectic; liberalism; Mill and a modernized liberalism; Marx and dialectical materialism; modern communism, fascism, and socialism.

*3 semester hours*

**PO 114 Peace and War in the Nuclear Age**

An analysis of the nuclear arms race and the efforts to end it. The course focuses on the major weapons systems, nuclear strategies, and the comparative strengths of the two superpowers. Attention is devoted to a re-examination of American attitudes toward the Soviet Union including its history and its security concerns. The various arms control and disarmament proposals are evaluated and debated. Other implications of the arms race are examined, including the morality of nuclear weapons policies and the economic impact of large scale military expenditures. Consideration is also given to the roles that citizens can play in attempting to reverse the arms race and establish peace.

*3 semester hours*

**PO 115 Introduction to the Study of Faith, Peace, and Justice**

The purpose of this course is to introduce the student to the concepts of peace and justice, the connections between them, and the relationship of these concepts to the idea of faith. The course will focus on four major traditions in Western thought: 1) Classical Greek, 2) Judeo-Christian, 3) Liberal Democratic, 4) Marxist.

Each tradition will be examined in two ways: historical and theoretical. The historical approach will include a survey of the development of peace and justice thinking within the particular tradition. For example, the treatment of the Judeo-Christian perspective will examine peace and justice in the Hebrew Bible, in early Christian thought, in the medieval period and in more recent Christian thinking (such as liberation theology). The theoretical component will attempt to isolate the fundamental areas of agreement and disagreement among these traditions. This will require the construction of a conceptual model of each tradition's approach in order to compare it with the approaches of other traditions.

*3 semester hours*

**PO 116 Utopian Politics**

The attempt to discover a true relationship between authentic man and government, between personal fulfillment and political life. Students are encouraged to become aware of their own values and the wider social implications of these values. Accordingly, students design their own work and a substantial number of class meetings are spent in small group discussions. Lectures, while given regularly, are less frequent than these discussions. The course begins with oral reports by students on classical utopian works. This is followed by an examination of utopian values and themes as they appear in contemporary thought, including the Anarchists, the American counterculture, and alternative political thought.

*3 semester hours*

**PO 118 American Political Thought**

To be considered are the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil War-makers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system will also be treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power, and nationalism.

*3 semester hours*

**PO 120 European Politics**

An analysis of the political institutions and dynamics of Great Britain, France, West Germany, and Italy. The relationship between the political culture and the political system will be emphasized. Alternate methods of dealing with societal problems will be analyzed.

*3 semester hours*

### PO 123 Modern Political Ideologies

An examination of the prevailing political belief systems in the modern world. Contemporary theories of democracy will be analyzed, with special reference to the question of democracy's ability to deal with the problems of American society. Marxism will be explored in terms of the political and economic ideas of Marx and Engels as well as the modifications made in their system by Lenin and Mao Tse-tung. The basic concepts of fascism will be discussed and an analysis will be made of the meaning of totalitarianism. *3 semester hours*

### PO 124 Marxism

This course will provide a careful treatment and evaluation of the social and political thought of Karl Marx. In addition, the course will examine the intellectual environment in which Marx worked and conclude with some discussion of contemporary approaches to Marxist thought. *3 semester hours*

### PO 131-132 Survey of English Legal and Constitutional Development

Origins and foundations of English jurisprudence and of English common laws as to nature and function through different historical eras; evolution of substantive and procedural laws in property, contract, criminal, civil, administrative, equity, statutory, and constitutional fields; organizations of a judicial system and its personnel. Taught alternate years. *6 semester hours*

### PO 141 Africa and the Middle East

Oil, Islam, and Israel constitute a volatile mix in the Middle East. So does the combination of tribal and urbanized Blacks, coloreds, Indians, and white supremacists in South Africa. In Black Africa, things are quieter but no more settled: tribal warfare, military coups, grating poverty, and dictatorial brutality spot the continent. This course will survey each of these three worlds of turmoil. *3 semester hours*

### PO 142 Latin American Politics

Building a strong political system seems an impossibility in a setting of economic underdevelopment and sociocultural disunity. This course studies the democracies and tyrannies of the mainland countries of Latin America: Mexico, Central America, Venezuela and Colombia, Peru and Bolivia, Brazil, Argentina, and Chile. In particular it examines the revolutionary method of change and reviews the policy dilemmas of land reform, industrialization, and control of natural resources. United States foreign policy toward the area — both past and present — will be reviewed. *3 semester hours*

### PO 143 Caribbean Politics

Racism, colonialism, and poverty afflict the paradise islands of this region, producing dramatic revolutions, Black Power movements, and U.S. interference. Countries studied: Cuba, Puerto Rico, the Dominican Republic, Haiti, Jamaica, Trinidad, Guyana, and Surinam. *3 semester hours*

### PO 145 The Major Powers of Asia

An analysis of the institutions and dynamics of China, Japan, and India. The relationship between the political culture and the political system will be emphasized; the different paths towards modernization taken by each will be analyzed; foreign policies of each of the nations will be discussed. *3 semester hours*

### PO 146 Vietnam and the American Experience

This course will explore the roots of the American involvement in Vietnam. Conflicting theories exploring that experience will be analyzed. The course will further investigate the clash of cultures involved in the war and the impact of that war on both American and Southeast Asian societies. *3 semester hours*

### PO 147 International Relations

The experience of conflict and cooperation among the nations of the modern world is viewed in terms of the principles of realpolitik, morality, international law, and international organization. Special attention is given to the arms race and other contemporary issues. The class will simulate possible future conflicts. *3 semester hours*

### PO 148 United States Foreign Policy

Review of the Cold War from orthodox and revisionist perspectives. Munich and Vietnam "syndromes." Discussion of various factors in the struggle to control foreign policy. Problems of nuclear strategy, trade, aid, espionage, etc. Major contemporary policies and commitments will be debated by the class. *3 semester hours*

### PO 150 Urban Politics

Structures and processes of urban politics will be examined. The major participants and policy areas of urban political processes will be considered. The evolution of urban areas will be set in historical perspective. Major contemporary problems will be discussed and alternative solutions will be analyzed. *3 semester hours*

### PO 155 Public Administration

The course will focus on the role of the bureaucracy within the political process. The problems of efficiency and accountability will be examined. The classic models of bureaucratic organization and function will be studied in juxtaposition to the reality of bureaucratic operation. Proposed reforms will be analyzed in order to determine the viability of change. *3 semester hours*

**PO 161 The American Presidency**

A study of the role of the President in the political system. The origins, qualifications and limitations of office will be considered as the President functions as chief executive, legislative leader, and link with the Courts. The obtaining of presidential powers, his roles as party leader and politician are also examined as a means of evaluating presidential achievement of domestic and foreign policy goals. Questions of reform are also reviewed. *3 semester hours*

**PO 162 United States Congress**

A study of Congress within the context of the political system and an analysis of its constitutional powers; historical development; processes of recruitment; formal organization; committee system; social make-up; folkways; political leaders; constituency and interest group influences as well as consideration of its domestic and foreign policy outputs. Chances for reform and evolution will be considered. *3 semester hours*

**PO 163 Supreme Court I**

An examination of the politics of the Supreme Court. The relationship between the Court and the remainder of the political system will be analyzed. Direct attention to the Court's treatment of government power including commerce clause, taxing power, and relations between the branches. The political consequences of Court decisions will be emphasized. *3 semester hours*

**PO 164 Supreme Court II**

An examination of the individual and the Court. Direct attention paid to Supreme Court decisions regarding civil liberties, including freedoms of speech, press, religion, and assembly. Also an examination of the rights of accused persons and the 14th amendment equal protection. The political implications of these decisions will be emphasized as well as the political environment in which the Court functions. *3 semester hours*

**PO 165 Political Parties, Interest Groups, and Public Opinion**

This course will examine various linkage models that describe representation of citizens by leaders. Moreover, the course will examine political parties, interest groups, and public opinion in terms of their contributions to popular control of American politics. What mechanisms do citizens have to gain compliance for their policy preferences? How responsive are decision makers in the American system to citizens' demands? These questions and others will be considered in the course. *3 semester hours*

**PO 166 Private Power and Public Policy**

An examination of some of the major policy problems facing American society today: poverty, pollution, the medical care system, and the military-industrial complex. The causes of these problems will be discussed particularly in terms of the influence of private economic power and especially large corporations. Finally, an analysis will be made of the policies formulated by the federal government in response to these questions. *3 semester hours*

**PO 168 Politics and Mass Popular Culture**

This course will survey the political aspects of American popular culture by examining the relationship between sports and politics, the politics of rock music, and political humor and political satire of American politics. Mass popular culture often serves as regime-maintaining diversions. What values and political positions do organized sports in the U.S. convey? What is the political impact of American popular music? How have citizens used political humor and satire of American politics to develop an outlook toward government? These questions and others will be explored in the course. *3 semester hours*

**PO 169 American Campaign Techniques**

This course examines American campaign techniques in the electoral process. The importance of organization, money, and media usage is stressed. Through various case studies the student is shown how one manages, organizes, and conducts local, state, and national political campaigns. *3 semester hours*

**PO 190 Media and Politics**

This course is designed to examine the impact of the media on the American political system and conversely how government attempts to influence the media for its purposes. The implications of the electronic media for a democratic and informed society will be examined, and close attention paid to the media's impact on national elections. Finally, the media as an agent of political socialization will be analyzed. *3 semester hours*

**PO 219 Religion and Politics**

An examination of the relationships between religion and politics as understood by selected political philosophers in the Western tradition. Included are the New Testament authors, Augustine, and Aquinas and modern sources such as recent papal documents and works by liberation theologians. Students will do research papers on contemporary topics in the field, e.g., the Moral Majority, Iran, the Church in Central America. (Prerequisite: PO 123 or PO 118 or PO 111 or PO 112) *3 semester hours*



**PO 297 Washington Semester: Selected Topics**
**PO 298 Senior Independent Research**

Seniors may do independent work in one of three areas: (1) library research on a selected topic; (2) field research; or (3) directed reading on a selected topic. Each student involved in such a course will work under the direction of one of the members of the Department. Taught both fall and spring semesters.

*3 semester hours*

**PO 299 Political Internship**

Selected seniors will work in state or local government agencies or with public interest organizations for two full days each week for a semester. The purpose of such hands-on field work is to provide students with first-hand knowledge of governmental problems and an opportunity to apply what they have learned. A journal and/or research paper is normally required.

*3 semester hours*

**PO 321 British Seminar**

In a seminar format this course will use an interdisciplinary approach, political science, sociology, modern British drama, novels, to look at the structure and changing nature of British society and politics. Course will focus on the role of class, racial problems, declining economy, devolution, and secessionist problems, as well as solutions offered to these problems by contemporary Labour and Conservative governments. Professor's permission required.

*3 semester hours*

**PO 346 Seminar on China**

An examination of the major problems of contemporary Chinese society with a particular emphasis on political socialization and the Chinese political culture and the role(s) of such groups as students, peasants, women, etc. The seminar will attempt to focus on these problems through an analysis of political philosophy, short stories, novels, plays, and biographies, by Chinese writers and Western scholars and observers. Professor's permission required.

*3 semester hours*

**PO 349 Seminar on the Soviet Union**

Survey of Russian political, economic, and social developments under communism. Special attention will be given to the dilemma facing Mikhail Gorbachev's efforts to restructure and open Soviet society. Special attention will be given to the writings (fiction and nonfiction) of the Russian dissidents. U.S. Soviet relations will be reviewed. Professor's permission required.

*3 semester hours*

---

## Department of Psychology

---

**Professors:** Boitano, Braginsky, Gardner, Salafia

**Associate Professors:** McCarthy (*Chair*)

**Assistant Professors:** Primavera, Rakowitz, Worden

The Department of Psychology has set as its major objective the education of students who desire a quality and basic scientific undergraduate program in psychology. Such a program, along with the careful selection of other courses, prepares students for graduate study in psychology, neurosciences, education, medicine, law, social work, business, etc., or for entry immediately after college into a career in government or industry. In addition, one of the objectives of the Department is the presentation of significant background courses in many areas of psychology for non-majors.

### Minimum Requirement for a Major in Psychology:

A total of 10 courses must be taken in order to fulfill the minimum requirements for a major in Psychology. They are: General Psychology, Statistics for the Life Sciences, Human Experimental Psychology Laboratory, any three from the Group A courses, any three from the Group B courses, and the Senior Seminar in Psychology. One of the A or B courses may be replaced with PY 398, Independent Research.

### Minimum Requirement for a Minor in Psychology:

In order to have a minor in Psychology, a student may elect to take any five courses with the one-semester course in General Psychology heavily recommended.

### Curricula

Depending on their background and orientation, students may choose either the B.A. degree in Psychology or the B.S. degree in Psychobiology.

The curriculum for the B.A. degree in Psychology is as follows:

**Freshman Year**

<i>Fall</i>	<i>Spring</i>
General Psychology 101A	Developmental Psychology 263
Biology 83	Biology 84
Math 15 (21)	Math 17 (22)
Core	Core
Core	Core

**Sophomore Year**

PY 203 Statistics	Py 209 Human
Psych Group A* or B*	Experimental
3 Core courses	Psychology
	Laboratory
	Psych Group A* or B*
	3 Core courses

(By the end of Sophomore Year, 1 A\* and 1 B\* course are required)

**Junior Year**

Psych Group A* or B*	Psych Group A* or B*
Psych Group A* or B*	Psych Group A* or B*
3 Core courses	3 Core courses

(It is recommended that the 3A\* and 3B\* courses be taken by the end of the junior year.)

**Senior Year**

Senior Seminar,	Senior Seminar,
Core and Electives or	Core and Electives

The recommended curriculum and suggested sequencing of courses for the B.S. in Psychology is as follows:

**Freshman Year**

<i>Fall</i>	<i>Spring</i>
General Psychology 101A	Developmental Psychology 263
Biology 83	Biology 84
Math 21	Math 22
Core	Core
Core	Core

**Sophomore Year**

Statistics 203	Research 209
General Chemistry 11	General Chemistry 12
Psychobiology	Introduction to
2 Core courses	Neuroscience
	2 Core courses

**Junior Year**

Psychopathology	Human Neuro-
Sensation &	psychology
Perception	Cognitive Psychology or
Organic Chemistry I	Learning and Memory
2 Core courses	Organic Chemistry II
	2 Core courses

(Either Cognitive or Learning and Memory can be postponed if the student wishes to take Independent Research.)

**Senior Year**

Physics 83	Physics 84
Senior Seminar	or Senior Seminar
Independent	or Independent
Research	Research
Learning and Memory or	
Cognitive Psychology	
Core and Electives	Core and Electives

\*Group A Courses:

(1) Developmental Psychology, (2) Psychopathology, (3) Theories of Personality, (4) Social Psychology

\*Group B Courses:

(1) Cognitive Psychology, (2) Learning and Memory, (3) Psychobiology, or Introduction to Neuroscience, (4) Sensation and Perception

**PY 101 General Psychology**

This is a one-semester survey course designed to introduce the basic concepts, methods, and principles of psychology. It will include history, research methods, biological bases of behavior, sensation and perception, states of consciousness, learning and memory, cognition and language, psychological testing, emotions and motivation, stress, abnormal behavior, therapy, and social psychology.

3 semester hours

**PY 112 Psychological Testing**

This course gives the student an overview of test theory and use. Attention focuses upon bench marks to be observed in test construction, use, and evaluation. Problems of reliability and validity are considered with respect to tests of maximum performance and measures of typical performance.

3 semester hours

**PY 121 History and Systems of Psychology**

The aim of this course is to provide the student with an overview of the significant influences leading to the development of psychology. The emphasis will be upon specific individuals and the nature of their contributions. The course will cover: the empiricist-associationist tradition, physiological influences, early experimental psychology, the founding of the first psychology laboratory by Wundt, Wundt's contemporaries, and the various schools of psychology.

3 semester hours

**PY 122 Human Sexuality**

This course surveys the major areas of concern in human sexuality. Historical and current issues will be addressed with the emphasis on research findings.

3 semester hours

### **PY 126 Brain, Mind and Behavior**

The study of the brain — neuroscience — is the last and the most challenging frontier of science. Whatever we see, hear, know, think, or feel; our personalities; our successes and failures; ultimately our entire being is determined by the functioning of our brains. This course examines the past, present, and future state of our understanding of the brain. Starting with the cellular machinery, the course proceeds through the neuroscience of sensation, perception, learning, memory, emotions, the malfunctioning brain, etc. The course is based in part on the recent Public Television Series, "The Brain."

*3 semester hours*

### **PY 132 Industrial Psychology**

This course is designed to provide an overview of industrial (human resources) psychology, with an emphasis on current theory and research as well as practical application. Topics include: methodology utilized in industrial psychology, personnel selection and test validation, utilization of attitude surveys to understand job satisfaction, training design and evaluation, performance evaluation and career advancement, job design, working conditions, stress and organizational effectiveness.

*3 semester hours*

### **PY 148 Fundamentals of Social Psychology**

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion.

*3 semester hours*

### **PY 151 Abnormal Psychology**

This course introduces the student to the field of abnormal behavior. The classic behavior patterns in the classification system are presented and the possible causes and remediation of such are discussed.

*3 semester hours*

### **PY 162 Psychology of Death and Dying**

Recent biomedical research, psychological theory, and clinical experience provide the foundation for this life-cycle study of death, dying, and bereavement. Some selected topics include still-birth and perinatal death, Sudden Infant Death Syndrome, child, adolescent, and adult cancer, suicide, and other catastrophic life-threatening events (myocardial infarction, thermal injuries, multiple trauma accidents). In addition, considerable attention is devoted to a survey of grief and bereavement in childhood and adulthood, with particular focus on widowhood. Strategies for providing care for the dying are discussed, including a treatment of Hospice. Attitudes of health care professionals toward death and dying persons are examined. Extensive use is made of case studies, dramatic and documentary films, role play, and small group discussion. The course is particularly beneficial to students preparing for careers in clinical psychology, medicine, nursing, psychiatric social work, and other allied health professions, but it may be helpful to anyone interested in developing informed attitudes about these important human crises.

*3 semester hours*

### **PY 163 Human Development**

A development psychology approach to the growth of the individual from birth to old age, tracing motor, perceptual, language, cognitive, and emotional growth. The emphasis will be on normal development.

*3 semester hours*

### **PY 164 Gerontological Psychology**

This course in gerontological psychology presents the major issues and concepts pertinent to the study of the aging process. It attempts to build a solid base of knowledge and accurate information about the aging adult. Topics discussed include the biophysical aspects of aging, age-related differences in sensory performance and intellectual processing and aspects of personality consistency and change throughout the adult years. The clinical psychology of aging is surveyed with emphasis on cognitive assessment (neuropsychological assessment of altered brain function in the aged), epidemiology of late life mental disorders, as well as organic and psychological treatments of the elderly. Finally, the principal psychosocial themes of aging will be reviewed, including economic, familial and thanatological issues. The course places greater emphasis on the pragmatic application of gerontological knowledge to the problems of the aging adult than to theoretical and academic approaches.

*3 semester hours*



**PY 186 Group Dynamics**

This course is designed to give the student a basic knowledge of the most important theories and research on groups. There is an attempt to combine sociological and psychological perspectives in order to give a more integrated picture of the way groups function. It will also be possible for students to make use of experiential as well as classroom methods of learning.

*3 semester hours*

**PY 187 Organizational Psychology**

This course is designed to provide a basic understanding of organizational psychology's study of the complex interaction between individual and organization. Current theory and research as well as practical application will be emphasized. Topics to be explored include: organizational culture and environment, organizational structure, organization roles, power and influence, theories of work, motivation, organizational effectiveness and job satisfaction, decision making and leadership, stress and conflict in organizations, and an introduction to organizational change.

*3 semester hours*

**PY 193 Environmental Psychology**

The course is designed to explore the relationships between the psychological aspects of man and the environment in which he lives. Students will be involved in selecting, designing, and conducting a class research project in the realm of environmental psychology. Class material will consist of trying to assess the relevant parameters of the environment in addition to its effect upon man.

*3 semester hours*

**PY 203 Statistics for the Life Sciences**

This is an introductory course in statistical methodology and analysis. It includes descriptive statistics, such as frequency, distributions, central tendency, variability, and correlation, as well as an introduction to probability, sampling theory, and tests of significance, including the t-test, chi squared, ANOVA and non-parametric statistics. This course is open to majors in the behavioral, biological, and physical sciences. The laboratory is designed to complement the course by giving students supervised computation and problemsolving exercises with calculator and computer.

*4 semester hours*

**PY 209 Human Experimental Psychology Laboratory**

The course is designed to introduce the basic methodology in human experimental research. The student is guided through hypothesis, design, data collection, and analysis of research projects. The ability to communicate via the written report is strongly emphasized. Prerequisites: PY 101, 203.

*4 semester hours*

**PY 248 Social Psychology**

This course surveys the major areas of concern in social psychology. The emphasis is on current issues and research in the fields of social influence and conformity, human aggression, prejudice, interpersonal attraction, propaganda, and persuasion. Prerequisite: PY 101. Psychology majors.

*3 semester hours*

**PY 250 Sensation and Perception**

How do we see, hear, touch, taste, smell? What can go wrong with our eyes? Ears? What about individual differences? This course deals with basic sensory mechanisms, including both peripheral and central representations of stimuli, and with perceptual processing, including color, depth, patterns, motion and event perception. Illusions and aftereffects will be studied for the information they yield about normal perceptual processing. Prerequisite: PY 101.

*3 semester hours*

**PY 251 Psychopathology**

The focus of this advanced course in abnormal behavior is an in-depth analysis of current research and theories of psychopathology. Building upon the student's knowledge of developmental psychology, the course examines both the biological and psychological antecedents of abnormal behavior. Oral and written analysis is emphasized. Prerequisites: PY 101, PY 263. Psychology majors.

*3 semester hours*

**PY 261 Psychobiology**

A one-semester introduction to brain-behavior relationships, emphasizing the rudiments of neurophysiology, neuroanatomy, and the biological bases of behavior, including sleep, sex, food and water consumption, learning, and memory. Students may opt to take a lab for one credit along with the lecture course. The lab will follow some but not all of the techniques described under PY 271.

*3 or 4 semester hours*

**PY 263 Developmental Psychology**

Utilizing a research-oriented, topical approach, this course focuses on the principal themes, processes and products of human development. Information gleaned from theory and basic research, both classic and contemporary, is applied to a variety of developmental problems in order to help students appreciate why specific changes occur in the life course. The course studies the major theories and research methods of developmental psychology with specific emphasis on behavioral genetics and related biological issues. Language, learning, and cognitive development are stressed, and a balanced treatment is given to key social and personality variables. The discrete issues affecting human development are integrated by a synthetic study of the ecology of the human family. Psychology majors.

*3 semester hours*

### **PY 265 Learning and Memory**

The purpose of this course is to present a basic understanding of definitions, problems, principles, mechanisms, and theories of learning and memory. It begins with historical background including an introduction to the seven major learning theories that dominated the first half of this century. Synthesis is achieved through a consideration of the contemporary scene in theory, research, and practical application of what we know about learning. The final third of the course is devoted to memory, through a consideration of the major variables that affect encoding, storage, and retrieval processes. The biological bases of learning and memory will also be considered with special emphasis on malfunctions due to age, disease, etc. Demonstrations, simulations, and brief experiments form part of the learning experience. Prerequisite: PY 101.

*3 semester hours*

### **PY 271 Psychobiology Laboratory**

A technique-oriented course designed to provide training in the basic rudiments of small animal brain surgery. These include aspirated lesions, stereotaxic procedures, behavioral testing, perfusion, and histological techniques. A written mini-neurobehavioral report is the main requirement.

*1 or 4 semester hours*

### **PY 284 Theories of Personality**

The content of the course will be an advanced presentation, analysis, and evaluation of theories of personality from Freud through Skinner. The purpose of such a course is not only one of theoretical enrichment and history, but is intended to broaden the student's understanding of the normal human personality in terms of theoretical structure, function, and dynamics.

*3 semester hours*

### **PY 285 Cognitive Psychology**

Cognitive psychology, drawing from linguistics and computer science, has widespread influence on other areas of psychology and application to many practical, everyday concerns. This one-semester course is designed to examine current theory and research in the areas of human thought, language use, memory, problem solving and decision making. Individual projects dealing with any of these topics are encouraged, although not required. Prerequisite: PY 101.

*3 semester hours*

### **PY 286 Group Dynamics**

This course is designed to give the student a basic knowledge of the most important theories and research on groups. There is an attempt to combine sociological and psychological perspectives in order to give a more integrated picture of the way groups function. It will also be possible for students to make use of experiential as well as classroom methods of learning.

*3 semester hours*

### **PY 287 Perception and Cognition Laboratory**

Students will plan, conduct, and write, in journal format, several experiments dealing with any of a variety of perceptual and cognitive phenomena. Emphasis will be on research design, control of relevant variables, and concise scientific writing. Prerequisites: PY 101, PY 203, PY 285 or PY 250.

*4 semester hours*

### **PY 290 Drugs and Behavior**

A survey course discussing the psychopharmacological properties of the more significant drugs used for research and by society in general. These include by class, alcohol and nicotine, the depressants and stimulants, the tranquilizers, the opium derivatives, and the hallucinogenic compounds. Particular emphasis will be placed on the drugs' site of action in CNS as well as behavioral alteration in the controlled and noncontrolled environment.

*3 semester hours*

### **PY 294-295 Internship in Applied Psychology**

The intern program provides the senior psychology student with an opportunity to gain practical, career-related experience in a variety of supervised field settings. Student interns are offered a wide selection of placements from which to choose, including traditional psychology-related programs: mental health, social service, school psychology, early child and special education, probation, and hospital administration. Interns are also placed in related disciplines: human factors engineering, human resource development, advertising, and public relations. In each internship emphasis is placed on the integration of learning, both cognitive and experiential. Interns may register for one or two semesters, depending on the availability of appropriate placement sites and qualified supervisors. An intern is expected to spend a minimum of 10 hours per week in onsite work and to complete the required academic component specified by the faculty coordinator. Prerequisite: Completed application form, acceptance by the field placement supervisor, and approval by the Psychology Department's internship program director.

*3 semester hours*

### **PY 296-297 Internship in the Teaching of Psychology**

This practicum experience, open to advanced psychology majors, affords the student an opportunity to explore the profession of the teaching of psychology. Under the direct supervision of the professional staff of the Department, students are introduced to the issues of curriculum development, methods of classroom instruction, selection and use of media resources, test construction, and strategies for the academic and practical motivation of students. Interns have the opportunity to observe participating faculty engaged in the profession of teaching, to share in some of the instructional activities, and to meet with other interns in a seminar format to process the learning experiences. Prerequisites: Permission of instructor.

*3 semester hours*

**PY 355 Behavior Modification**

This course is intended to complement the study of the psychology of learning by careful analysis of the principles of learning theory as applied to behavior change. Its major focus covers operant conditioning in its many forms, respondent conditioning, social learning conditioning, and cognitive behavior modalities. The course is oriented to current methodologies used for both individual and group behavior therapies and the research evidence for each methodology. Prerequisites: PY 101 and PY 251. *3 semester hours*

**PY 365 Human Factors**

Human Factors or Ergonomics, is a hybrid field that attempts to optimize the relationship between technology and humans. Technology should be broadly conceived as including virtually any aspect of today's highly mechanized and automated environments. Thus, while Human Factors Specialists (Engineers) may frequently be found devising methods to maximize efficiency in person-machine systems, they are equally at home participating in the design of workplaces, buildings, parking lots, or any other areas where humans function. This requires integration of the many divisions of Psychological Science, especially Psychobiology, Perception, Learning, Motivation, Cognition, Statistical Analysis, Research Design, etc. Essentially, Human Factors Engineering is Applied Experimental Psychology. Prerequisites: PY 101, 203, and 209. *3 semester hours*

**PY 396 Senior Seminar in Psychology**

Senior Seminar limited to 10 students. An in-depth analysis of one or more selected topics designed to integrate diversity of theories, perspectives, and courses. Students will present a number of situational papers reflecting critical evaluation of pros and cons on designated topics. Discussion material will originate from the current and available literature. Psychology majors. *3 semester hours*

**PY 397 Human Neuropsychology**

Brain damage provides us with a unique "window on the mind." Accordingly, the emphasis throughout this course will be on clinical and experimental findings in human subjects with selective and differentiable types of brain damage. Human neuropsychology combines and incorporates important areas of cognition, perception, memory, linguistics, and clinical psychology into a comprehensive and psychologically based approach to brain functioning. In addition, it is a profoundly practical and applied discipline, based upon real people with real psychological problems. Prerequisites: PY 101 or General Biology. *3 semester hours*

**PY 398 Independent Research**

This course provides a limited number of upper division students (usually seniors) the opportunity to participate in all aspects of an advanced research project. Students wishing to register for this course must first obtain the consent of the professor with whom they will work. Frequently a research proposal will be required prior to acceptance into this course, and early planning is essential. *4 semester hours*

**PY 399 Theories in Psychotherapy**

This course will explore similarities and differences across a wide range of psychotherapeutic endeavors by means of lectures, films, and tapes. Traditional psychoanalytic techniques and more recent innovations in behavior therapy, existential therapy, transactional analysis, and Gestalt therapy will be covered. Prerequisites: PY 251, 263. *3 semester hours*

## Interdisciplinary Course

**ID 391 Introduction to Neuroscience: Lecture and Laboratory**

This course will introduce students to important principles of nervous system structure and function. Topics include comparative neurobiology, cellular neurophysiology, synaptic physiology, neurotransmitters and neuromodulators, and neuronal development. Central neural circuits will also be considered as they elaborate the normal and diseased state. A one-credit lab will be offered with this course and it will focus on the neuroanatomy of the human brain. *4 semester hours*



Department of

## Religious Studies

**Professors:** Benney, Lakeland, (*Chair*), M. Lang, Mooney, Thiel

**Associate Professors:** Burns, Humphrey

**Assistant Professors:** Davidson, Harak

**Lecturers:** Holland, Prosnit, Wright

The Religious Studies curriculum is designed as a critical but sympathetic inquiry into the religious dimension of human experience. After an introduction to the nature of religion and the methods employed in its study, the student can select from a variety of courses exploring specific religious themes — scripture, spirituality, ethics, the problem of faith, etc. The student, with or without a faith commitment, has the opportunity to acquire an informed appreciation of the motivations and values given expression in religious belief.

A student may take courses offered by the Religious Studies Department in the required "core curriculum," as electives, or in a minor or major program in Religious Studies under the direction of a departmental advisor.

Three of the five courses required in Area III of the core curriculum, described on page 28 of this catalogue, may be taken in Religious Studies. *Introduction to Religious Studies* (RS 10) must be taken by all students; a second course of the student's choosing must be taken in Religious Studies. A third course may also be chosen in Religious Studies to complete the five course requirement of Area III.

In addition, many students choose Religious Studies courses as electives in order to develop personal interests.

A personally structured option in Religious Studies may be pursued by choosing second and third courses of the Area III requirement from offerings with related content. An elective course or two would extend this option into a program of interest to the student.

The Religious Studies Department offers a major of 30 credits which include those credits earned to satisfy the requirements of the core curriculum. The major program, defined in consultation with a departmental advisor, is tailored to the individual's personal and academic interests. In a comprehensive program of studies, certain areas of concentration are possible such as Judeo-Christian history, religion and society, Christian theology, scriptural studies, ethics, Roman Catholic studies, Asian religions, or critical studies. Under special conditions and when resources are available, the department offers the Religious Studies major the possibility of pursuing an independent study in his or her senior year.

A minor in Religious Studies consists of 15 credits which include those credits earned to satisfy the requirements of the core curriculum. Through consultation with a departmental adviser, the Religious Studies minor may structure a program of study that complements his or her major field of study.

Students interested in an option, a minor, a major, or a double-major program should contact the Religious Studies Department Chair.

## Introductory

### RS 10 Introduction to Religious Studies

This is an introduction to the study of the religious achievement of humanity. It considers the meaning and end of religion, its dimensions and functions in society and the individual. Employing the principles and methods of the humanities and social sciences, the course examines religious faith, values, and experience, as evidenced in the scriptures, traditions, doctrines, and histories of various religions. *3 semester hours*

## Historical Studies

### RS 100 History of the Jewish Experience\*

An examination of the origin and development of the Jewish religion. The course begins with the Hebrew Bible as the source of Judaism and follows its development to the modern era. This overview is meant as an introduction to the Jewish religion, its history, and development. *3 semester hours*

\*Sponsored in part by the Jewish Chautauqua Society.

**RS 101 Selected Topics in the Catholic Tradition**

An examination of particular themes, events, or individuals in the Catholic tradition with special regard for their historical contexts and the ways in which they contribute to the self-identity of the Catholic tradition. Study is based on the close reading of primary sources. The subject matter of the course changes from semester to semester. Students should consult the University Registrar's listing of new courses to determine the specific material treated when the course is offered.

*3 semester hours*

**RS 105 The Reformation Era**

An examination of the religious reform of the 16th century. The course begins by probing the seeds of reform in the late scholastic tradition and in popular spirituality, and proceeds by tracing the development of the ideas and impact of the reformers: Luther, Zwingli, Calvin, Munzer, and Schwenckfeld. The course concludes with an investigation of the Roman Catholic response to reform in the events of the Council of Trent and the Counter-Reformation.

*3 semester hours*

## Christian Theology/ Systematics

**RS 112 The Problem of God**

An historical and theological examination of the Christian doctrine of God with special attention to the problematic aspects of the development of this doctrine through the ages. This development will be explored in biblical sources, patristics, medieval, Reformation and modern times. The course concludes with a consideration of the challenge of post-Enlightenment atheism and of the efforts of contemporary theologians to recast the classical conception of God.

*3 semester hours*

**RS 117 Developments in Christology**

A systematic treatment of the person and work of Jesus Christ. The course will examine different interpretations of the meaning of the Christ event from the scriptural sources to contemporary developments.

*3 semester hours*

**RS 120 Contemporary Christian Anthropology**

The study of this course rests on the premise that religion and culture create tools for thinking about what it means to be a self. It considers the value of process models for understanding Christian suppositions about the nature of the human person, and for investigating how human work and play, love and sexuality, and suffering and death contribute toward defining a Christian view of the self.

*3 semester hours*

**RS 123 The Church**

A study of the development and present-day understanding of the idea of the Church in Roman Catholic theology. The course examines the roots of the concept in scripture and the earlier traditions of the Church, and presents a contemporary ecclesiology through a critical discussion of the First and Second Vatican Councils, and the writings of Hans Kung, Avery Dulles, and Juan-Luis Segundo.

*3 semester hours*

**RS 126 The Sacraments in Christian Life**

A theological investigation of the sacraments as the source of Christian character, involvement, and witness. The course proposes an anthropological theology as a basis for understanding faith and develops a process/model view of the Christian's relationship with God. The course presents the Eucharist as the focus of Christian self-awareness; Baptism, Confirmation, and Penance as sacraments of reconciliation. Special sacramental questions are also considered.

*3 semester hours*

**RS 132 Theology and the Problem of Culture**

A theological examination of the relationship between Christian faith and secular culture since the late 18th century. After exploring the Enlightenment criticism of Christianity, the course pursues an historical and constructive study of two divergent directions in modern theology: "cultural theology" and the "theology of culture." This typology will be investigated in the writings of Lessing, Schleiermacher, Barth, Bonhoeffer, and Metz; in the papal encyclicals of Pius X and John Paul II; and in the documents of Vatican I and II.

*3 semester hours*

**RS 135 Political Theology**

An analysis of contemporary theological movements which emphasize the relationship of religious faith and praxis to the sociopolitical realm. The course treats at length of the development of the Latin American theology of liberation, and examines its theological principles. The influence of this theological outlook on other Third World theologies, and on North American and European theological reflection is traced, and the course proceeds to a constructive proposal for a contemporary political theology.

*3 semester hours*

**RS 137 Feminist Theology**

An examination of some of the key issues being raised in religion by contemporary feminist thinkers. After a brief examination of the history of patriarchy in the Christian tradition and earlier responses by pre-modern feminists, the course considers issues such as feminist methodology, feminist perspectives on traditional Christian doctrines of God, creation, "anthropology," christology, and eschatology. The course concludes with a discussion of the nature of authority and an examination of a feminist theology.

*3 semester hours*

### RS 138 American Catholic Theologians

A lecture/reading course designed to give the student insight into the modern development of Catholic theology in America and what makes it specifically "American." Discussion/analysis covers the work of Gustav Weigel, John Courtney Murray, George Tavard, Frank Sheed, Walter Burghardt, and Robley Whitson.

3 semester hours

## Scriptural Studies

### RS 151 Key Themes of the Old Testament

A study of the major books of the Hebrew Scriptures: Pentateuch, prophetic and wisdom literature, the Psalms and the Apocrypha. Emphasis is placed on the central thematic patterns and the key concepts of the literature.

3 semester hours

### RS 154 Prophets: Founders of the Judeo-Christian Tradition

A study of the origins of the western view of God as separate from man and concerned with human affairs. Through a study of the prophets Amos, Hosea, Isaiah, Jeremiah and Ezekiel, the Judeo-Christian emphases on justice, love, and brotherhood are traced and significant connections between Jewish and Christian faith are appreciated.

3 semester hours

### RS 157 From Judaism to Christianity: A Socio-Literary Study

The course explores Christianity's emergence from an evolving Judaism during an historical period when Greek influence was intense, factions struggled for ascendancy and new forms of literature captured the prevailing moods. Study begins with the Maccabean movement (167 B.C.E.) and traces the patterns of events and thought to the year 90 C.E. by examining the culture and distinctive literature of that period. The teachings of Jesus and those who followed him, understood in this cultural context, are studied through the gospels they produced. Particular emphasis is given to the study of the gospel of Luke as reflective of a new openness to the gentiles of the contemporary Greco-Roman world.

3 semester hours

### RS 160 The Writings of Paul

A study of the texts and recurring themes of the writings attributed to Paul. Particular emphasis will be on Paul's treatment of ethical situations, community, and religious experience.

3 semester hours

### RS 162 The Good News of the Gospels

The Gospels of Matthew, Mark, Luke, John will be studied according to the methodology of redaction criticism. The theological positions of early Christianity as represented in each writer will be examined and compared.

3 semester hours

### RS 164 The Writings of John

A study of the text of the gospel and epistles attributed to John. Particular emphasis will be placed upon the recurring themes in these writings, the distinctive view of Christianity they represent, and the development of early Christianity to which they witness.

3 semester hours

### RS 166 The Reinterpretation of the New Testament

An introduction to the critical study of the New Testament in which the methodologies of literary form and redaction criticism will be explained. The varying titles for Jesus will be reviewed and compared with the original Jewish or Greek usage. The process of reinterpretation of Jesus in the New Testament will be reviewed.

3 semester hours

## Moral Theology/ Christian Ethics

### RS 170 Theological Ethics: The Foundations of Virtue

Ethicists have long realized that a right view of fundamental human experiences such as hope, despair, anger, love, and hate, i.e., the passions, is necessary for a proper understanding of moral character. This course initially presents a brief historical overview of various thinkers' reflections on these human qualities, drawing on scientific and philosophical investigations of affectivity. Building on this introductory material, the course considers the moral life from a theological perspective, discovering how theology attempts to define a framework for understanding the affective life's relation to virtue, and how attention to the affective life in turn profoundly influences theological anthropology.

3 semester hours

### RS 172 Contemporary Morality: Basic Questions

A study of the fundamental concepts of moral theology in terms of the major emphases of contemporary Christian thought. Specific reference will be made to more significant current problems: conscience and law, freedom and obligation, personalistic and existential ethics, and the conflict of values in a pluralistic society.

3 semester hours

### RS 175-176 Contemporary Moral Problems I & II

The moral/ethical questions which involve a significant conflict of values in contemporary pluralistic society will be examined with particular reference to the insights of Christian moral theology. RS 175 will examine the issues of nuclear war, terrorism, death and dying, genetic manipulation and other bioethical questions. RS 176 will study human sexuality and associated problems such as: abortion, contraception, extra-marital sex, external human fertilization, pornography, overpopulation.

3 semester hours



**RS 177 Nuclear Ethics**

This course applies critical and ethical thinking, from within the Judeo-Christian tradition, to the modern problem of nuclear war, noting always points of dialogue with the ethical reflections of the "secular" world. Background for such reflection will be provided by studying the historical ancestry of today's discussion in traditional just war theory. The body of the course will examine the military and negotiating terminology of the current nuclear debate and seek a reasoned and cogent position on the morality of nuclear war.

3 semester hours

**RS 180 Morality and Law**

A study of the relationship between law and morality, of rights and justice, with illustrative reference to special topics, e.g., racism, sexism, political, business, and communication ethics.

3 semester hours

**RS 181 Religious Values and Public Policy**

This course explores one Christian mode of conceiving, theologically and ethically, the involvement of institutional religion in the making of public policy. Within the contexts of Christian spirituality and American civil religion, the following topics will be studied: the relation of "public church" to "public virtue" in secular life, especially as seen in the 1984 Presidential election; the religion clauses of the First Amendment and their past and present interpretations by the Supreme Court; the legal profession conceived as a vocation to promote justice in society; the risk of resorting to moral consensus in international disputes; the use of natural law by the Roman Catholic Church as a basis for moral consensus in civil society.

3 semester hours

**RS 182 Studies in Peace and Justice**

A study of the modern teachings of the Catholic Church on peace and justice; Christian/Humanist attitudes towards war; pacifism and the just war theory; and changes in global political and economic structures that seem necessary to ensure a peaceful and just world order.

3 semester hours

## Asian Religions

**RS 187 Hinduism**

An introduction to the seminal texts, concepts and images of the major religious tradition of India. Topics include Vedic ritualism; Upanishadic mysticism; yoga meditation; the Bhagavad Gita; the caste system; Vedanta philosophy; the cults of Rama, Krishna, Shiva and the Goddess; and Gandhi's philosophy of non-violent action. Hinduism will be viewed as an historical phenomenon, a formative influence on Indian culture and society, and a response to the human condition.

3 semester hours

**RS 188 Buddhism**

This course explores the Asian Buddhist tradition through a study of its doctrine, meditative practices, and ritual. Careful consideration will be given to the historical and cultural contexts which have influenced the formation of various schools of thought as ways to salvation.

3 semester hours

**RS 191 Religions of China and Japan**

An introduction to the religious traditions formative of Chinese and Japanese ways of thinking, including Confucianism, Taoism, Shinto, and various forms of Buddhism, especially Zen. Readings will include such classic texts as the *I Ching*, the *Analects* of Confucius, the *Tao-te-ching*, the *Chuang Tzu*, and selected Chinese and Japanese Zen works. The primary focus will be on the religious and philosophical ideas of the various traditions, though attention will also be given to their historical settings and their impact on Far Eastern art and culture.

3 semester hours

## Critical Studies

**RS 193 Religious Freedom and the Supreme Court**

This course explores the history and current status of church-state relations in American society. The following areas will be covered: the Founders' problem of constructing and maintaining a secular federal government in a religious society; Protestant hegemony before the religious pluralism of the twentieth century; Supreme Court cases following the application of the First Amendment to the States in the 1940s; fundamentalism and the "creation science" controversy; the current impetus on the part of the Court to accommodate religion and on the part of religious groups to accept the consequences of religious pluralism; ellipses in the Court's interpretation of the separation of religion and government.

3 semester hours

**RS 194 Religion and Psychology**

A study of the life story, using biographies and novels to arrive at what constitutes a "meaning system" in people's lives. Current psychological theories of stages of growth such as Erikson's and Fowler's are compared with religious growth theories. Topics such as personal and community identity, change and conversion, alienation and sin, grace and freedom, power and dependence are explored. The effort is to see how psychological understandings interact with religious beliefs to form contemporary "meaning systems."

3 semester hours

### RS 195 Religion and Science in Dialogue

This course first examines the origins of modern science in Western Judeo-Christian culture, and the sources of its eventual conflict with religious belief. The course then explores the present relationship between these two modes of human knowing, the current status of scientific theory, and the contemporary dialogue between scientists and theologians. The course finally proposes as a model for future relationship the evolutionary system of Pierre Teilhard deChardin, which involves implications for understanding creation, providence, christology and eschatology, as well as dilemmas for political responsibility, environmental decisions, and the values and goals of information control.

3 semester hours

### RS 196 Christianity and Marxism

This course studies both the Marxist critique of religion and the influence of Marxism upon religion. It begins with an examination of those writings of Marx which bear upon his views of religion. Varieties of Marxism are considered next, in particular the Marxism-Leninism which is most inimical to religion and the Western Marxism of the Frankfurt School of Antonio Gramsci, both of which have influenced much contemporary Christian theology. The course concludes by examining the influence of Marxist thought on the theological views of Johann Baptist Metz and Cornel West.

3 semester hours

### RS 197 Mysticism

An exploration of Eastern and Western forms of mysticism, the religious search for ultimacy in the depths of personal experience. The course will examine the writings of classical mystics in an effort to determine the nature of their spiritual quest.

3 semester hours

### RS 199 The Classic: Truth in Religion and the Arts

This course examines the idea of the classic as a model for establishing relationships between religious language on the one hand, and poetic discourse and artistic expression on the other. What truth do they lay claim to, and how do they embody it? The course proceeds by way of a comparison of "secular" and "religious" classics to an investigation of the value of the model of the classic in the process of doing theology.

3 semester hours

### RS 220 Non-Traditional American Churches

This course begins with a critical inquiry into the nature of religion in America and the history that led to the constitutional guarantee of religious freedom. The student is required to develop and defend criteria to evaluate nontraditional forms of "church" that have resulted from this freedom. After reviewing the origin, history and beliefs of the major non-traditional churches established by Americans, the course explores the development of American Evangelism and its impact on modern society through the "Electronic Church."

3 semester hours

### RS 221 Non-Traditional American Religious Groups

The objective of this course is to develop a critical sense regarding the nature of religion as experienced in pluralistic America. The course investigates a number of groups that illustrate the diversity of religious experience in America: "The Mighty I Am," "Jonestown," "Morningland," and "Theosophy" are examples. Students are required to formulate criteria for judging the authenticity of religious movements through an analysis of these examples.

3 semester hours

### RS 240/SO 151 Sociology of Religion

A combined theoretical and empirical treatment of the sociology of religion. The character of religious institutions. The relations of religious institutions with other institutions in society. The internal social structure of religious institutions. Particular attention will be given to the process of secularization in the modern world and the crisis this poses for traditional religion.

3 semester hours

### RS 250/EN 389 Literature and Religion: The American Experience

This course surveys the relationship of literature to religion in the history of American letters. Beginning with the moral didacticism of early Puritan literature, the American writer has manifested a persistent concern with religioethical questions as well as the impact of religious institutions in shaping our social and cultural environment. Using literary texts by major American writers, the course evaluates both the critical perspective and relevance of the imaginative writer's treatment of religious questions.

3 semester hours

## Special Projects

### RS 260 Religious Studies Seminar

This seminar is an in-depth investigation of a significant figure, issue, or problem in religious studies. Enrollment in the seminar requires the permission of the instructor.

3 semester hours

**RS 301 Independent Study**

This program of study is defined by the student in consultation with a director from the department.

*3 semester hours*

**RS 310 Major Seminar**

This seminar is an in-depth investigation of a significant figure, issue, or problem in religious studies, designed for students majoring in the discipline.

*3 semester hours*

---

Department of

## Sociology

---

**Professor:** Anderson (*Chair*)

**Associate Professors:** Fay, Hodgson, Schlichting

**Assistant Professor:** Goldner, Rodrigues

**Lecturers:** Lindsey, Penczer

Sociology is the scientific study of human society and social behavior. It seeks to understand why individuals form groups and how membership in groups influences the individual's behavior. Why do human beings form families? Why do the rich act, and even think, differently from the poor? What makes some people break social rules and others obey them? What holds societies together? Why do all societies change over time? These are questions which sociologists ponder.

Students majoring in Sociology at Fairfield University begin their study by taking several fundamental courses which provide them with an understanding of the basic concepts and methodology of the field. The student builds on this foundation by selecting from a wide variety of elective courses. Each student is carefully and individually advised throughout his or her stay at Fairfield. The faculty strives to clarify career goals and to put together a concentration of courses and experiences that will ensure for the student intellectual fulfillment and a viable career.

**Requirements for the Major**

Sociology majors take a minimum of 30 credits in Sociology, including six required courses: SO 11, SO 112, SO 121, SO 122, SO 128, and SO 129. If an internship in Field Work Placement is taken (for three or six credits), the internship is in addition to the 30-credit requirement.

**Requirements for the Minor**

Sociology minors take a minimum of 18 credits in Sociology, including two required courses: SO 11, and a choice of either SO 122 or 128. As with the major, an internship (for three or six credits) is in addition to the 18 credit requirement.

All sociology majors and minors are urged to consult with the Chair and other members of the Sociology Department in planning their academic programs. This is especially important in coordinating particular course concentrations most suitable for individual career goals.

**Sociology and Non-Majors**

All Sociology courses, except Field Work Placement (SO 201-202), are open to all students without prerequisite.

**SO 11 General Sociology**

An introductory analysis of the social nature of man and the forms of social behavior; the structure and function of social organizations and social systems. Particular application of these principles to human society.

*3 semester hours*

**SO 110 Introduction to Anthropology**

An introduction to the anthropological perspective and methodology with a look at the major divisions in the field: cultural, archeology, physical, and linguistic.

*3 semester hours*

**SO 111 Cultural Anthropology**

The anthropologist seeks knowledge and understanding of the way of life of peoples the world over. By cross-cultural examination of societies, he endeavors to get a deeper insight into the human condition. In this course, the methods and theories of the anthropological enterprise will be focused on the concept of culture — its nature and structure, as well as the processes involved in its development, function, and change.

*3 semester hours*



**SO 112 American Society**

This course analyzes the dominant ideology and values which have shaped American culture — namely, the Protestant Ethic — and how and why these values are changing. This is followed by an analysis of major institutional trends that have transformed and continue to transform America and the modern world: bureaucratization, industrialization, urbanization, the rise of the business corporation, science, and technology — and the effects of these institutions in producing new personality types, mass society, and rapid social change. Purpose of the course is to provide a macro-sociological framework. *3 semester hours*

**SO 121 Statistics: Social and Political Data Analysis**

This course is designed to provide a basic introduction to the role of statistical analysis in understanding social and political data. Emphasis is placed upon actual data analysis using the University's computer facilities. An extensive social and political data archive including 1980 Census data, political polls, and national survey data are utilized for computer analysis. *3 semester hours*

**SO 122 Methods of Research Design**

A study of the nature and function of the scientific methods as applied to the field of sociology. Emphasis is placed upon survey research design and secondary analysis of existing data. Teams of students design and conduct research projects as part of the course assignments. *3 semester hours*

**SO 123 Public Opinion and Polling**

The course will examine the construction and utilization of public opinion surveys. The impact upon the American political process will be explored. The question of the role of public opinion in a democratic system of government will also be examined in detail. Archive data drawn from private polls, the Gallup and Harris polls will be utilized to illustrate the polling process and as a background to the substantive issues which will be discussed. *3 semester hours*

**SO 124 Demography**

Demography is the study of population. The causes and consequences of population change will be studied in detail. Global population problems and those faced by the United States will be addressed. Real demographic data will be analyzed in a "hands-on" fashion during weekly demographic techniques sessions. *3 semester hours*

**SO 128 Sociological Theory I**

A study of the classical theorists in sociology, with special emphasis on Marx, Durkheim, and Weber. *3 semester hours*

**SO 129 Sociological Theory II**

A study of contemporary theorists, with emphasis on Symbolic Interaction, Functionalism, Critical Sociology, and Exchange Theory. *3 semester hours*

**SO 131 Childhood and Socialization**

The material to be covered in this course includes: an examination of the social meaning of childhood and the social role of the child in various societies; issues confronting societies, and American society in particular, around the socialization of children; family and peers as socializers of children; schools and mass media as socializers of children; and later socialization: adult socialization and resocialization. *3 semester hours*

**SO 132 Sociology of the Family**

The family is a basic social institution of all societies. The course will begin by examining family systems as they exist in other cultures and in times past. However, the central focus of the course will be on understanding the contemporary American family system. American patterns of dating, mate selection, sexual behavior, marriage, parenting, and aging will be examined as well as alternative life styles and family instability. *3 semester hours*

**SO 133 Abnormal Family Interaction**

This course is an attempt to integrate traditional sociological views of the family with the family therapy perspective that emerged from psychiatry in the 1950s. It will examine the roots of behavioral and psychological dysfunction in the history and interaction of the family. The course will focus on: (1) marital conflict and divorce; (2) alcoholism, depression, and other individual symptoms; and (3) problems with children. *3 semester hours*

**SO 141 Inequality in America**

The study of social inequality as a central fact of all social life: some attention is given to comparisons among various societies, but the course's focus is on the American class structures. Likewise, although methodological issues are dealt with, theoretical problems receive the greatest emphasis. *3 semester hours*

**SO 142 Race and Ethnic Relations**

An analysis of sociological and social psychological dimensions of race relations and ethnic interaction. While the focus of the course will be on the American scene, problems of race relations in other parts of the world will also be examined along with their importance for world politics. What sociologists and social psychologists have learned about improving race relations will be considered. *3 semester hours*

**SO 151 Sociology of Religion**

A combined theoretical and empirical treatment of the sociology of religion. The character of religious institutions. The relations of religious institutions with other institutions in society. The internal social structure of religious institutions. Particular attention will be given to the process of secularization in the modern world and the crisis this poses for traditional religion.

*3 semester hours*

**SO 153 Business and Society**

The course examines the role of business historically in the shaping of American culture and society. Specific areas dealt with are the values of American businessmen, the social organization of business, the concept of the corporation, the effects of business on other institutions in society such as education. The increasingly complex relationship between business and the state is examined with special attention to the growth of government regulation, and public debate over the social responsibility of business.

*3 semester hours*

**SO 154 Sociology of Sport**

This course examines sport as a microcosm of the larger society — as a growing institution much entwined with the economy, religion, family, and politics. Several topics to be discussed are fan behavior, racism in sport, the female athlete, "corporate" sport, the hero phenomenon, and magic in sport. A major theme of the course is that sport is a reflection of the American value system.

*3 semester hours*

**SO 161 Urban/Suburban Sociology**

"The nature of the city" and growth of metropolitan regions in the contemporary world. The ecological approach and the use of demographic data in the analysis of modern urban communities. Social organization of metropolitan regions and the emergence of urban-suburban conflict. "Big city" politics, community-control, and regional government as dimensions of organization and disorganization in city life. City planning and urban development at local and national levels as efforts to solve the urban crisis.

*3 semester hours*

**SO 171 Sociology of Law**

The basis of this course is the relationship of law and society. Several issues to be explored are the meaning of law, civil disobedience and other challenges, and law as an agent of social change. A major theme of the course is legal equality vs. social inequality — a theme to be analyzed in terms of discrimination against the poor, women, and various racial groups. The second half of the semester is devoted to a discussion of the role of lawyers, the police, and the courts in American society.

*3 semester hours*

**SO 173 Criminology**

This course examines the origin, causes, and history of crime. It also explores victimless crime, white-collar crime, and organized crime. The control of crime and the agencies of control are also examined as well as the techniques of punishment and rehabilitation.

*3 semester hours*

**SO 174 Seminar: Criminal Justice System**

This seminar explores in detail the workings and problems of the criminal justice system in the United States. In addition to investigating the sources of criminal behavior, the course focuses on the arraignment process, probation, the trial, sentencing, prison reform, and parole. Site visits supplement lectures and discussion.

*3 semester hours*

**SO 181 Social Change in Developing Nations**

This course will examine the major societal changes occurring in developing countries during the 20th century. Answers will be sought to two basic questions: to what extent are the current efforts of Third World nations to modernize comparable to the earlier experience of the United States and Western Europe? How do existing inequalities and dependencies between developed countries and Third World nations affect their chances of modernizing?

*3 semester hours*

**SO 191-192 Social Work I and II**

An examination of the field of social work; its concepts, methods, and changing role in present day society; a related explanation of community resources, and how agencies function and change to meet the problems from early childhood to those of the aged, upheavals in family life, and special problems presented by urban living.

*6 semester hours*

**SO 201-202 Field Work Placement**

A one- or two-semester internship program. Students are placed in professional and service settings where they work under supervision and acquire experience in the area they have chosen for their placement. In addition, they are helped to integrate their experiences with the intellectual foundation acquired in their academic courses.

*3 or 6 semester hours*

## Spanish

*(See Modern Languages)*

## Theatre

*(See Fine Arts)*





---

# SCHOOL OF BUSINESS

---

*Opposite page: Dr. R. Keith Martin, dean of the School of Business*

# School of Business

**Dean:** R. Keith Martin

**Associate Dean:** Russell P. Boisjoly

**Professors:** Boisjoly, Conine, DeMichiell<sup>3</sup>, Jensen, Martin

**Associate Professors:** Cavallo, Demotses, A.I. Katz, L. Katz, Madden<sup>2</sup>, Mainiero, Mohan<sup>5</sup>, Ryba, Schurdak

**Assistant Professors:** Bhalla, Chepaitis, Ducoffe, Eldridge, Hlawitschka, Holland, Kenney, Kravet<sup>1</sup>, Lyngaas, Maroney, McEvoy, Mis, Mitchell, Peck, Schmidt, Tucker, Tyler<sup>4</sup>

**Instructors:** Cavanaugh, Deichert, Mosbacher  
**Lecturers:** Kapadia, F. Kelly, Maccarone, Mannion

<sup>1</sup>Area Coordinator of Accounting

<sup>2</sup>Area Coordinator of Finance

<sup>3</sup>Area Coordinator of Information Systems

<sup>4</sup>Area Coordinator of Management; Supervisor of Internship Programs

<sup>5</sup>Area Coordinator of Marketing

Students in the School of Business take the general education core curriculum required of all undergraduate students, thus ensuring their receiving a broad knowledge of the humanities, mathematics, social sciences, and natural sciences. In addition, students take a *business core curriculum* of subjects which provide an introduction to the fields of accounting, statistics, legal environment of business, organizational behavior, production and operations, business ethics, international business, finance, computer-based information systems, and marketing. A capstone course in business policies completes the student's business studies.

The balance of the program will depend on the major — accounting, finance, information systems, management, or marketing — but in every case, it will be a tailor-made program designed jointly by the student and a faculty advisor. All members of the business faculty are people of substantial business experience, which makes them invaluable guides in the choice of a course of study that will further the student's specific career goals. The combination of the general education and business

cores with the courses within the major areas of study facilitate the student's development of a flexibility of mind which is an invaluable asset for the executive.

Students are motivated to continue to grow intellectually and to be prepared for graduate study. A broad perspective of society and the proper role of business based upon an appropriate set of moral values is emphasized. In consultation with faculty, each student follows an approved curriculum which reflects an integrated approach to the study of modern management as well as the student's own career objectives.

## Major Areas of Study

### Accounting

*Accounting* majors will take those courses that will qualify them to take the Certified Public Accountant (CPA) examination. They also may take courses appropriate for careers in private accounting, internal auditing, government and not-for-profit accounting. Many students find that undergraduate studies in accounting are excellent preparation for a wide range of corporate positions.

### Finance

*Finance* majors will study both the theory and practice of financial management. Additionally, they will analyze actual case histories of the financial operations of several different companies. The courses included in this major area prepare students to enter into financial management positions with either corporate or governmental organizations.

### Information Systems

*Information Systems* majors will study, in this computer-based program, the analysis, design, development, and management of information systems in organizations. They will develop an understanding of the needs of information, its use in the decision making process, and the procedures by which information is provided to management.

This is a limited enrollment program. Transfer students, students admitted as undeclared, or those wishing to change their major may be accepted into it on a competitive basis as space is available.

### *Management*

*Management* majors will study both the theory and the practice of management. Emphasis is given to the nature of the management function and to the behavioral, social, and environmental factors which influence effective organization and managerial performance. Research efforts in the field are examined to develop fundamental principles and concepts which can serve as a rational basis for managerial action.

### *Marketing*

*Marketing* majors will study both the theory and practice of the flow of goods and services from producer to consumer. In a sense, it is the most humanistic of the business majors; it requires students to understand consumer behavior, the motivation of sales personnel, the impact of advertising and communication on the potential consumer, the characteristics of consumers, the cultures involved in international marketing, and market research techniques.

## **Minor Areas of Study**

In addition to the five major areas of study, minors are available in the following areas to all students in the School of Business.

It is the student's responsibility to complete the proper University form to enroll in a minor, and to make sure that appropriate copies of the form are filed in both the Dean's office and the University Registrar's office. The form is available from the advisor for the minor area of study.

The completion of the minor is subject to the availability of the courses selected.

### *Finance*

The minor in finance is designed to offer students the opportunity to complement their major by studying financial theory and its application to decision-making. The investment and financing decisions of organizations are emphasized.

### *Information Systems*

The minor in information systems is designed to prepare students for careers requiring some entry-level orientation to business applications, computer programming, and systems design or for positions placing emphasis on systems analysis and project management. The minor

complements all major areas within the School by providing students the opportunity to study business operations from a computer-based perspective.

### *Management*

The minor in management is designed to offer students in the non-management disciplines an opportunity to examine some of the theories, principles, and issues that will influence their growth and development as managers in their chosen fields.

### *Marketing*

This minor is designed to provide the student with a basic foundation in marketing by exposing him/her to the functions that constitute the marketing discipline, including product distribution techniques, consumer behavior and production activities.

### *International Business*

The minor in international business is designed to prepare students for careers in multinational enterprises, international banking and accounting firms, and trading houses.

Courses taken in the minor, offered jointly with the international relations minor in the College of Arts and Sciences, will be selected to complement the basic discipline in which a student is majoring. (The designation "international business" refers to the program of students enrolled in the School of Business.)

## **Honors Program**

The School of Business participates in the University Honors Program (described earlier under "Curricula") for those undergraduates who have distinguished themselves in their studies. Eligible students choosing to pursue honors designation are required to conduct a research project under the supervision of a faculty member. Students are also required to meet in a bi-weekly interdisciplinary seminar. Successful completion of the Honors Program is recorded on the graduating student's transcript.

## **Internship Program**

Another feature of the School of Business is the optional senior-year internship for qualified students. These internships are undertaken for



credit, and sometimes for pay. The student's progress is monitored by both an on-the-job supervisor and a faculty member. Students interested in internships should discuss arrangements as early as possible with the Supervisor of Internship Programs. The presence of a large number of corporate offices in the Fairfield area provides highly unusual and rewarding opportunities for internships.

### School Activities/Programs

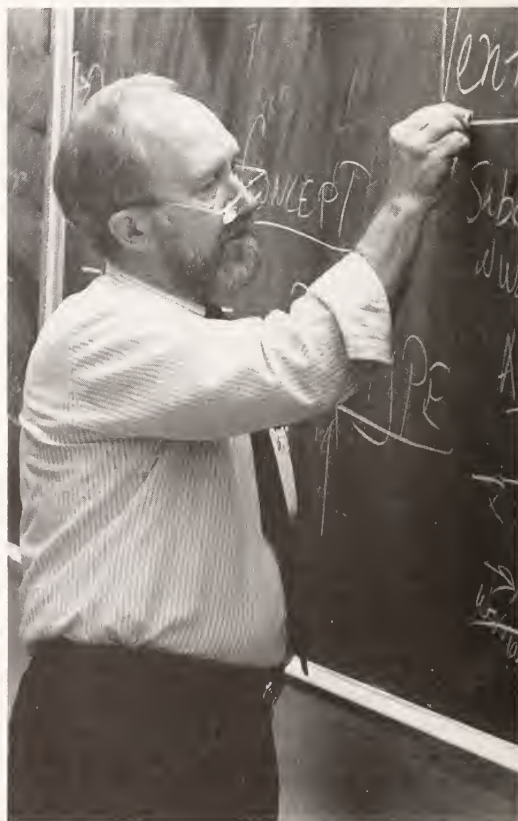
Complementing the School of Business' traditional pedagogical mission are a series of diverse and distinctive programs that serve to enrich both the University community and its various constituencies:

- Through the generosity of the John M. Olin Foundation, the John M. Olin Fellowships/Papers Program was established at the School of Business. Olin Fellows are selected from among distinguished leaders of the American economic system and are invited to address University faculty, students and guests on issues affecting the future of that system. The lectures delivered under the Program are subsequently published as the John M. Olin Papers.
- The distinguished Executive Lecture Series brings to the classroom setting leaders from the corporate or financial communities who address students on a specific topic related to the subject matter within an identified major area of study within the School. The unique perspective that business practitioners can bring to the academic environment is a welcome and valuable element to a student's business education.
- The Committee on Developing American Capitalism, which sponsors each year an in-depth symposium concerning a specific aspect of the American economic system, is domiciled on the Fairfield University campus; the School of Business has played an integral role in its evolution. Formed by a non-partisan group from business, labor, economics, academia, and other professions, many of these individuals having policy-level experience, the Committee endeavors to scrutinize closely the nation's unique economic and political systems and makes substantive proposals on major economic and social issues.
- *The Fairfield Business Review* is published by the School and includes the Olin Papers, lectures of the distinguished executive lecturers, position

papers by corporate leaders, and economic analyses of the State of Connecticut and the Fairfield region.

### U.S. Naval Reserve Direct Commissioning Program

Fairfield University students majoring in the business disciplines (accounting, finance, information systems, management, and marketing) or economics, who have maintained a minimum 3.0 average and meet other criteria may be eligible to receive a direct commission as an Ensign, Supply Corps, United States Naval Reserve (Inactive) upon graduation. Successful applicants incur no active duty obligation other than annual two-week training periods, initially held at The Navy Supply Corps School in Athens, Ga. No drills or classes are required prior to commissioning. Further information is available from the Dean of the School of Business.



# Curricula

The curricula in the five major areas of business study — accounting, finance, information systems, management, marketing — consist of four parts: (1) general education core curriculum courses, (2) business core courses, (3) business major requirements, and (4) free electives.

Each business major must schedule, through the office of the Dean, a program conference with a faculty advisor in his or her major area of business study. The faculty advisor will prepare a detailed list of requirements which are to be completed, making appropriate choices from the list of available elective courses. It is anticipated that the faculty advisor will, where appropriate, develop a student program which will permit choosing courses from related majors in the School of Business as well as appropriate specific courses in the nonbusiness area. Such conferences should be scheduled early in their first semester for entering freshmen. Transfer students must schedule a program conference prior to beginning their studies at Fairfield.

The general education core curriculum component includes approximately one-half of the total number of courses to be completed for the Bachelor of Science degree in business.

For students entering the School of Business either as freshmen or as transfer students, the requirements for graduation with the B.S. degree in the business majors are as follows:

	Accounting	Information Systems	Finance, Management, and Marketing
General Education Core Curriculum Requirements	60	60	60
Business Core Requirements	33	33	33
Courses in the Major Field	22	21	18
Free Electives	<u>12</u>	<u>12</u>	<u>12</u>
Total Required Credits	127	126	123

## General Education Core Curriculum

The general education core curriculum provides a truly liberal education, drawing upon five major areas of knowledge. For each of these five areas of competency, a number of courses must be selected as follows:

### Area I: Mathematics and Natural Sciences

- (1) 2 semesters of mathematics. For business majors, MA 15 and 19 (Finite Mathematics and Introduction to Calculus).
- (2) 2 semesters of a natural science. Any two courses in any of the natural sciences fulfill this requirement.

### Area II: History and Social Science

- (1) 2 semesters of history. HI 30 plus one intermediate-level course. Also available as an option in this area is CL 115-116 (Greek and Roman Civilization).
- (2) For business majors, EC 11 (Introduction to Microeconomics), and EC 12 (Introduction to Macroeconomics). These courses satisfy the micro- and macroeconomics requirements of the business core.

### Area III: Philosophy and Religious Studies

- (1) 2 semesters of philosophy. PH 10 is required.
- (2) 2 semesters of religious studies. RS 10 is required.
- (3) For business majors, one additional approved course in philosophy, religious studies, or the applied ethics program. An approved course from the applied ethics program will satisfy the business ethics requirement of the business core.

### Area IV: English and Fine Arts

- (1) 3 semesters of English. EN 11-12 are required. The third course may be selected from any of the English offerings which have a number designation of 200 or over. Also available as options in this area are courses offering classical literature in translation. (See listings under Greek and Roman Studies Program.)
- (2) 2 semesters of fine arts. One semester must be in the area of art history, music history, theatre history, or film history.

### Area V: Modern and Classical Languages

- (1) 2 semesters (at least at the intermediate level) of any language listed among the offerings of the modern languages department or the Greek and Roman Studies program.

## Business Core Requirements

	Credits
Principles of Accounting (AC 11-12)	6
<sup>1</sup> Introduction to Computer-Based Information Systems (IS 120)	3
<sup>2</sup> Business Statistics (QA 11)	3
Legal Environment of Business (BU 11)	3
<sup>3</sup> Introduction to Finance (FI 11)	3
<sup>3</sup> Introduction to Marketing (MK 11)	3
<sup>3</sup> Organizational Behavior (MG 21)	3
<sup>3</sup> Production and Operations (MG 31)	3
<sup>3</sup> International Business (BU 160)	3
<sup>2</sup> Micro- and Macroeconomics (EC 11-12)	(6)
Business Ethics	(3)
<sup>4</sup> Business Policies (BU 300)	3
	<u>33</u>

<sup>1</sup>This course should be completed in the student's Freshman year.

<sup>2</sup>These courses should be completed in the student's sophomore year.

<sup>3</sup>These courses may not be taken until the junior year.

<sup>4</sup>This course may not be taken until the senior year.

Bracketed credits, for micro- and macro-economics and for business ethics, are not included in the cumulative business core credits; these courses satisfy the appropriate General Education Core requirements.

## Business Major Requirements

Each of the five majors in the School of Business has its own major requirements.

### Bachelor of Science

*(Major in Accounting)*

AC 203, 204, 310, 320, 330, 343 or 345.  
One accounting elective or upper level business course.

Students majoring in Accounting must complete their course work in the major with a minimum quality point average of 2.5

### Bachelor of Science

*(Major in Finance)*

FI 210, 215, 200 or 220 or 240 or 310, AC 203, 204.

### Bachelor of Science

*(Major in Information Systems)*

IS 210, 230, 340, 395.  
Three courses from IS 235, 236, 240, 241, 245, 300, QA 210.

AC 365 may be substituted for IS 210.

Students majoring in Information Systems must complete their course work in the major with a minimum quality point average of 2.5

### Bachelor of Science

*(Major in Management)*

MG 215, 220, 230, 300.

Two courses from MG 310, 320, 330, 350, 355.

### Bachelor of Science

*(Major in Marketing)*

MK 210, 225, 240, 320, 330.

One course from MK 300, 350, 360, 370.



## Free Electives

Each of the five majors in the School of Business requires the completion of four free electives for a total of 12 credits. A free elective is a course chosen by the student without any restrictions relating to the student's major. The Area Coordinator for the student's major should be consulted for specifics.

## Curricula for Minors

Each of the five minors has its own curriculum.

### *Minor in Finance*

AC 11, 12, FI 11, 210, 215, and  
FI 200 or FI 220 or FI 310.

### *Minor in Information Systems*

IS 120, 210, 230, IS Elective.  
IS 236 and 241, or IS 240 and 340.

### *Minor in Management*

MG 21, 31, 215, 220, 230.

### *Minor in Marketing*

MK 11, 210, 320, Two courses from MK 225, 240, 300, 330, 350, 360, 370. Students from the College of Arts and Sciences should note that QA 11 is a prerequisite for MK 320. QA 11 may be substituted for one of the electives at the discretion of the area coordinator.

### *Minor in International Business*

The minor in international business is multi-disciplinary, with the objectives of providing students with an international perspective:

- Making them sensitive to the global interdependence in which they will be living and working;
- Informing them of the similarities and differences between the socio-political and economic environments of different countries; and
- Furnishing them with a broad understanding of the social, cultural, political, and economic forces shaping the international environment.

The minor offers courses from the College of Arts and Sciences, and the School of Business. These courses will complement the basic discipline in which students are majoring.

The minor in International Business is designed to prepare students for careers in multinational firms, financial institutions, and other service

industries, trading organizations, and government.

The minor consists of an 18-credit program of six courses drawn from at least three disciplines included in the curriculum. The courses for the minor are to be completed in addition to the student's major requirements. The courses included in the program, subject to change, are as follows:

### **Business**

BU 160	International Business
BU 350	International Business Law

### **Economics**

EC 230	Comparative Economic Systems
EC 231	International Trade
EC 235	Economic Development of Third

HI 202	World Nations History
	Power Politics and the
	Emergence of the

HI 217	Superpowers, 1870-1950
HI 250	Empire to Commonwealth
	American Diplomatic History I,

HI 251	1880-1940
	American Diplomatic History II,
	1940-1980

HI 283	The West and the Middle East
HI 300	20th Century Europe I
HI 355	The United States in World

HI 371	War II
	Arab-Israeli Conflict

### **Politics**

PO 12	Introduction to Comparative
	Politics

PO 114	Peace and War in the Nuclear
	Age

PO 115	Introduction to the Study of Faith,
	Peace and Justice

PO 123	Modern Political Ideologies
PO 146	Vietnam and the American
	Experience

PO 147	International Politics
--------	------------------------

PO 148	United States Foreign Policy
--------	------------------------------

### **Religious Studies**

RS 135	Political Theology
RS 177	Nuclear Ethics

### **Sociology**

SO 111	Cultural Anthropology
SO 124	Demography
SO 181	Social Change in Developing
	Nations

**International Relations Special Courses**

IR 395 Internship in International Business

IR 398 Independent Study in International Business

The specific courses for individual students minoring in International Business should be selected in consultation with the Advisor for International Business on the basis of their personal and career interest.

**Advisor for International Business: Dr. Krishna Mohan**



# Course Descriptions

## Accounting

### AC 11 Principles of Accounting I

This course acquaints the students with the preparation of the principal financial statements of a business enterprise, with an emphasis on asset and liability valuation problems and the determination of net income. Topics include the theory of debit and credit, classification of accounts, the bookkeeping function through the preparation of financial statements for the single proprietorship form of business organization, and detailed introduction of the assets of an entity.

*3 semester hours*

### AC 12 Principles of Accounting II

This course is a continuation of AC 11 and is primarily concerned with the partnership and corporate forms of organization. In addition to the financial accounting considerations, the course also examines such managerial accounting areas as cost accounting systems, budgeting, cost-volume-profit analysis, income tax, and business decisions. *An accounting major must attain a minimum cumulative quality point average in accounting of 2.5 in order to continue in the accounting program.* Prerequisite: AC 11.

*3 semester hours*

### AC 203 Intermediate Accounting I

This course emphasizes accounting theory and concepts and the presentation of the Statement of Cash Flows and Statement of Income in conformity with generally accepted accounting principles. The student is presented with the various financial procedures and valuations associated with the presentation and control of business assets. *A student must attain a minimum grade of C- for AC 203 in order to continue on to AC 204.* Prerequisite: AC 12 with a minimum cumulative quality point average in AC 11 and AC 12 of 2.5.

*3 semester hours*

### AC 204 Intermediate Accounting II

This course is a continuation of AC 203. The student covers such complex areas as pension plans, lease transactions, preparation of financial statements from incomplete records, corporate investments and financing, and an extensive study of the corporate organization. *An accounting major must attain an average for AC 203 and AC 204 of 2.5 and a minimum cumulative quality point average in accounting of 2.5 in order to continue in the accounting program.* Prerequisite: AC 203 with a minimum grade of C-. *3 semester hours*

**AC 310 Advanced Accounting**

This course examines advanced areas in accounting theory and practice which may only have been presented superficially in prerequisite courses. In addition to the accounting for consolidated business activity and organization and other combinations, the course will deal with partnership equity and liquidations, results of foreign operations and government and not-for-profit organizations. Prerequisites: AC 204 or permission of the Area Coordinator. *3 semester hours*

**AC 320 Cost Accounting**

This course is concerned with the planning and control function of internal management in their decision-making capacity. The student should develop an understanding of the accumulation of product costs, behavior and allocation of costs, elements of forecasting and budget preparation, capital budgeting, and evaluation of segments through responsibility accounting. Prerequisites: AC 204 or permission of the Area Coordinator. *3 semester hours*

**AC 330 Auditing**

This is a course in audit concepts, standards, and procedures, underlying the examination of financial statements by the independent public accountant. Other areas include dealing with the ethical and legal environment of public accounting. During a lab hour, the student will complete an audit case that illustrates the practical aspects of the subject area. Part of the practice set will involve use of the personal computer and special software, flow charting, and statistical sampling. Prerequisite: Senior standing and AC 204. *4 semester hours*

**AC 343 Federal Income Taxation — Individual**

This course introduces the student to the law and tax accounting required for the preparation of federal individual, estate, trust, and gift tax returns. The topics will include adjusted gross income, deductions from adjusted gross income, property transactions, filing status and exemptions, tax computations, and tax credits. Additional emphasis is given to tax return preparation, research, and planning. Prerequisite: Senior standing and AC 204. *3 semester hours*

**AC 345 Federal Income Taxation — Corporate**

This course introduces the student to the tax law and tax accounting required for the preparation of federal corporation, partnership, and exempt organization tax returns. The topics will include formation of the entity, determination of taxable income, distributions, liquidations and reorganizations, basis, passive and accumulated income, and S corporations. Additional emphasis is given to tax return preparation, research, and planning. Prerequisite: Senior standing and AC 204. *3 semester hours*

**AC 350 Controllershship**

This course provides an in-depth understanding of the controller's role and responsibilities. The course material covers planning for control, accounting reports and interpretations, tax administration and government reporting. Prerequisite: AC 204. *3 semester hours*

**AC 365 Accounting Information Systems**

This course deals with management planning and control by means of information systems and their relationship in the accounting function. The students will be introduced to the theory of information systems, the information needs of various department managers, the accounting techniques used and the behavioral impact of information systems. Prerequisite: AC 204 and IS 120 or permission of the Area Coordinator. *3 semester hours*

**AC 370 Contemporary Issues and Problems in Accounting**

This course presents a seminar in current accounting issues to discuss the latest statements issued by the FASB as well as other important proposals which affect the legal and professional status of the accountant. Prerequisite: AC 204. *3 semester hours*

**AC 380 Municipal and Not-For-Profit Accounting**

This course provides the student with the understanding of the speciality area of fund accounting. While the primary area of concentration will be municipalities, other not-for-profit institutions, such as universities or health organizations, will be explored. Prerequisite: AC 204. *3 semester hours*

**AC 397-398 Seminar in Accounting**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in accounting and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above. *3 or 6 semester hours*

## Business Ethics

**BU 291 Ethics in Business Management**

An investigation of ethical problems in business practice. Topics include personal morality in profit-oriented enterprises; codes of ethics: obligations to employees and other stakeholders; truth in advertising, whistleblowing and company loyalty; regulation, self and government; the logic and future of capitalism. *3 semester hours*



## Finance

### FI 11 Introduction to Finance

This course provides an examination of how a business plans its needs for funds, raises the necessary funds, and invests to attain its goals. Consideration is given to both short and long-run financial decision making. Prerequisite: Junior standing and AC 12.

*3 semester hours*

### FI 200 Capital Formation

This course explores the process of capital formation in a free enterprise economy. The roles of business firms, financial intermediaries, money and capital market institutions, governmental regulatory agencies, and fiscal and monetary policies are examined. Prerequisite: FI 11.

*3 semester hours*

### FI 210 Principles of Investments

This course is an introductory analysis of the determinants of valuation for bonds, stocks, and options. The functions of efficient capital markets are stressed in developing the return-risk tradeoffs that are essential in the valuation process. Prerequisite: FI 11.

*3 semester hours*

### FI 215 Financial Management

This course is an analysis of optimal financial decision making. Emphasis is placed upon the investment, financing, and dividend decisions within the existence of efficient capital markets. Prerequisite: FI 11.

*3 semester hours*

### FI 220 Working Capital Management

This course is an examination of the management of current assets and current liabilities. Emphasis is placed upon cash and marketable securities management, cash budgeting, inventory control, accounts receivable management, and short-term and intermediate-term financing. Prerequisite: FI 11.

*3 semester hours*

### FI 240 International Finance

This course deals with the international aspects of corporate finance and investment. Topics covered include foreign exchange with emphasis on exchange rate determination, exchange rate risk and management, international money and capital markets, international capital budgeting, cost of capital, international trade financing and working capital management. Prerequisite: FI 11.

*3 semester hours*

### FI 310 Portfolio Analysis

This course is an examination of both individual and institutional portfolio management. The overall model of portfolio analysis separates decision making into five major areas: portfolio planning, investment analysis, portfolio selection, portfolio evaluation, and portfolio revision. Prerequisite: FI 210.

*3 semester hours*

### FI 330 Applied Financial Management

This course is an examination and application of the principles developed in financial management, FI 215, to specific corporate problems. The objective is an integration of the theory and practice of finance, using case studies. Prerequisite: FI 215.

*3 semester hours*

### FI 397-398 Seminar in Finance

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in finance and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above.

*3 or 6 semester hours*

## Information Systems

### IS 10 APL I: Introduction to Programming APL

This course is an introduction to computer programming in APL. Students will learn basic programming concepts using interactive computer terminals.

*1 semester hour*

### IS 20 BASIC: Introduction to Programming BASIC

This course introduces the student to computer programming in BASIC. Topics include I/O operations, arithmetic statements, loop control, arrays, program structures, and file handling. Students will use the IBM Personal Computers, completing programming problems and a comprehensive case study.

*1 semester hour*

### IS 30 Microcomputer Software

This course introduces the student to microcomputer applications software. The student will learn a specific application such as word processing, graphics, or spread sheet analysis. The course stresses hands-on use of the IBM Personal Computer, with required exercises assigned throughout the semester. Students wishing to earn credit toward a major in Information Systems may take the course three times, learning a different application each semester, for a total of three credit hours. Other students who have particular needs for an application area may take the one-credit course.

*1 semester hour*

### IS 120 Introduction to Computer-Based Information Systems

This course introduces the student to the concepts and definitions associated with computers and business information systems. Topics include: data representation, preparation, and structure; computer hardware; software concepts including program development and program design; systems analysis and design; information systems analysis and design; information systems in business.

*3 semester hours*

**IS 210 Information Systems in Organizations**

This course establishes a foundation for understanding and analyzing information in organizations. Fundamental concepts of systems and information are explained. The role of information systems in organizations, and the relationship of these systems to organizational objectives is developed. Students are introduced to the systems point of view, the organization of a system, information flows, the nature of information systems; elementary skills used in representing systems structure, and the types of applications that are part of an information system. Topics include: information systems and organizations; representation and analysis of system structure; systems, information and decision theory. An information systems major must attain a minimum grade of C for IS 210 and a minimum cumulative quality point average in information systems of 2.5 in order to continue in the program. This course is co-listed in the Management program as MG 270. Prerequisite: IS 120.

*3 semester hours*

**IS 220 APL II: Advanced Programming Techniques in APL**

This course assumes that the student has received a grade of B or better in APL I and wishes to develop a deeper understanding of the more advanced capabilities of APL. After a brief review of fundamentals, the course will cover material on vectors, matrices, and file operations. Report writing and data presentation techniques will also be studied, using the methods of APL combined with the capabilities of the Fairfield University color graphics terminals. Prerequisite: IS 10.

*2 semester hours*

**IS 230 Information Analysis**

This course emphasizes information analysis and the logical specification of the system. Emphasis is placed on the iterative nature of the analysis and design process. Exercises and case studies with student presentations are used to develop proficiency in information analysis techniques. Topics covered are strategies for developing information system application, system development, life cycle, application system development, individual behavior, and group dynamics in the development process; problem need identification and feasibility assessment; information requirements determination; and requirement analysis and logical specification. An information systems major must attain a minimum cumulative quality point average in information systems of 2.5 in order to continue in the program. Prerequisites: IS 120, IS 210.

*3 semester hours*

**IS 235 Introduction to FORTRAN**

This course gives an introduction to computer programming in FORTRAN. A brief exposure is given to the use of flow charting and to the operation of digital computers. The main portion of the course is devoted to the use of FORTRAN, a widely used programming language. Emphasis will be placed on the design and execution of programs. The orientation of programs is to business applications. Prerequisite: IS 120.

*3 semester hours*

**IS 236 Introduction to COBOL**

In this course students will learn to program in COBOL. The application of computers to business problems will be studied. File handling and array manipulation will be emphasized. Prerequisite: IS 120.

*3 semester hours*

**IS 240 Introduction to Systems Design Process**

This course examines techniques for selecting, installing, and operating computer systems and their peripheral equipment. Concepts of decisions with respect to compiler and hardware selection. Development of operating procedures, form design, systems charting and documentation. Prerequisite: IS 120.

*3 semester hours*

**IS 241 Systems Design and Advanced Programming Techniques**

In this course concepts of business system design and design procedures are studied. Disk programming and file layout for the purposes of system design are covered. Business systems will be discussed in depth. Students will design and program one commercial system in COBOL. Prerequisite: IS 120 and IS 236.

*3 semester hours*

**IS 245 Data Communications Systems and Networks**

This course familiarizes the student with the concepts and terminology of data communications, network design and distributed information systems; equipment, protocols and architectures and transmission alternatives; the communications environment, regulatory issues, and network pricing and management. Prerequisite: IS 120.

*3 semester hours*

**IS 300 Seminar in Contemporary Topics in Business Computing**

In this course students will study problems created by the increasingly widespread use of computers. They will examine new developments or current practices in computer and information science. A topic will be selected for thorough study; possible subject areas include data structures, recent hardware or software advances, specialized applications. Prerequisite: IS 120. *3 semester hours*

**IS 340 Theories of Data Management**

This course develops an appreciation of the data resources and the issues in managing data. In order to achieve this purpose, the course provides technical background on computer system management of data. Within the context of the technical background, the course provides instruction in defining data needs, functions on data, user-oriented data languages, management of data within organizations. The course also includes an analysis of data structure and storage; file organization techniques; sequential, indexed sequential, multilist, and inverted files; operating system topics related to data, such as dynamic storage allocation and virtual memory; database management functions and database management systems; logical and physical data models; user-oriented data languages; and the management of data as a resource. An information systems major must attain a minimum cumulative quality point average in information systems of 2.5 in order to continue in the program. Prerequisite: IS 120. *3 semester hours*

**IS 395 Information Systems Project**

This is the capstone course in the major. It brings together all of the concepts from previous courses regarding information systems. It also provides the student with experience in analyzing, designing, implementing, and evaluating information systems. An information systems major must attain a minimum cumulative quality point average in information systems of 2.5 in order to continue in the program. Prerequisites: IS 340, IS 230. *3 semester hours*

**IS 397-398 Seminar in Information Systems**

A special program involving independent study and research. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in information systems and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above. *3 or 6 semester hours*

**Management****MG 21 Organizational Behavior and Management**

This course provides an overview of both micro- and macro-organizational behavior concepts which will be presented as they apply to management practices in organizations. Topics such as interpersonal relations, motivation, leadership, organizational design and the external environment will be examined to provide students with a general understanding of these phenomena. Special emphasis will be placed on communication processes in organizations and how interpersonal communication can best be handled in managerial jobs. Prerequisite: Junior standing. *3 semester hours*

**MG 31 Production and Operations Management**

This course develops both policy and technique skills for effectively producing quality goods and services at reasonable costs. A case orientation is used. The course studies a variety of operations and production processes in manufacturing and service settings — their characters, advantages and disadvantages, and the dynamics of their change. It then takes up technical issues of how to improve productivity like breaking bottlenecks, work methods, and workplace configuration, managing materials, production scheduling, and quality control. Strategies for bringing about changes in the capacity of production systems and the technologies used for responding to government regulations affecting work, and for dealing with large-scale issues like planning for the vertical integration of company operations round out the topics covered. Prerequisite: Junior standing. *3 semester hours*

**MG 215 Advanced Organizational Behavior**

This course examines advanced topics in organizational behavior. Course modules will focus on five skill areas: 1) communication and conflict resolution, 2) leadership and motivation, 3) decision-making, problem-solving, 4) groups and intergroups, and 5) politics and culture. Students will participate in an organizational simulation and will be expected to complete an applied organizational research project as course requirements. Prerequisite: MG 21. *3 semester hours*

**MG 220 Organization Theory and Design**

This course examines such macro-organizational concepts as strategic goals, structure, environment, and organizational performance. Topics include: bureaucracy, task and job organization, hierarchy, control, power, and decision making. Functional, product, matrix, and parallel structures are discussed and compared, along with the relationship of environmental demands to different structural types. The implications for managers of interdepartmental communication, reorganization, and plan implementation are also discussed. Prerequisite: MG 21. *3 semester hours*



**MG 230 Personnel and Human Resource Management**

This course examines topics in personnel administration and human resource management as they relate to contemporary organizational problems. Recruitment, selection, placement, performance appraisal, compensation, benefit administration, legal consideration, discrimination, training and career development, and union-management negotiations will be covered. In addition, applied human resource problems such as manpower planning, human resource accounting, and improving the quality of work life are addressed. Current changes in the human resource function in organizations and their implications for management will also be explored. Prerequisite: MG 21. *3 semester hours*

**MG 270 Information Systems in Organizations**

This course establishes a foundation for understanding and analyzing information in organizations. Fundamental concepts of systems and information are explained. The role of information systems in organizations and the relationship of these systems to organizational objectives is developed. Students are introduced to the systems point of view, the organization of a system, information flows, the nature of information systems, elementary skills used in representing systems structure, and the types of applications that are part of an information system. Topics include: information systems and organizations; representation and analysis of system structure; systems, information, and decision theory. This course is co-listed in the Information Systems program as IS 210. Prerequisite: MG 21.

*3 semester hours*

**MG 300 Contemporary Issues in Management**

This course builds on the concepts presented in MG 21 and MG 31, focusing on the application of managerial principles and practices in contemporary problem solving and decision making situations. A review of current business publications and the case method will serve as the principle sources of issues to be considered. Topics will include organization strategy, effective use of resources, the role of corporate image, analysis of organization structure, and responsibility to the organization's various publics, among others. Prerequisites: MG 21 and MG 31.

*3 semester hours*

**MG 310 Seminar in Production and Operations Management — Operating the Firm**

In this course a student will develop an aggregate production plan for a hypothetical firm using basic skills developed in production and operations management. Working as teams, they will develop a business plan and simulate the operation of their firm. The effect of tradeoffs in key areas, such as capacity, facility location, productivity, quality and materials control will be studied. The teams will compete as if they were in an actual business environment by presenting and defending their decision. Prerequisites: MG 21, MG 31.

*3 semester hours*

**MG 320 Law and the Modern Corporation**

This course examines legal issues important to all levels of management. These include the structure, governance, and regulation of the modern corporation, as well as the day-to-day interpersonal considerations confronting today's manager in the areas of labor relations, employment discrimination, wrongful discharge, substance abuse, employee relations, etc. This course is co-listed as BU 320 in the Business Law section of this catalogue. Prerequisites: BU 11, MG 21, MG 230.

*3 semester hours*

**MG 330 Career Planning**

This course explores issues relating to career planning and development applications in organizations. The career stage models of early, mid and late career will be examined, and the relationships of career development practices to the personnel functions in organizations are explored. Career issues relating to differences in career paths for men and women, technical professionals, and mentoring practices will also be examined. Opportunities for students to explore their own individual planning needs are provided. Prerequisites: MG 21, MG 230.

*3 semester hours*

**MG 350 Entrepreneurship and Small Business Management**

In this course the student is made aware of the problems, opportunities, policies, and practices of the small business enterprise and its unique role in the free enterprise system. The small business firm is examined from conception of the opportunity to operating the firm, the creative idea, feasibility studies, the development of the business and financial plan, launching the venture, and managing the firm. Case problems of small business firms are studied. Prerequisites: MG 21, MG 31.

*3 semester hours*

**MG 355 Organizational Culture**

This course forms the framework of the theories and concepts of an organization's culture within which students will a) identify issues affected by organizational culture and learn how they may be more effectively managed, b) learn how to analyze, enter, adjust to, and become established in a new corporate culture, c) explore methods for operating effectively within an organization's prevailing culture, and d) examine ways of influencing or changing an organization's prevailing culture. Prerequisites: MG 21, MG 31, MG 230.

*3 semester hours*

**MG 360 International Management**

This course covers the history and evolution of international business, the international environment, and the development, organization, and structure of the international firm. Also treated is the international economy in relation to business policy, accounting, finance, and marketing decision making, resource transfer and impact on the host country, business-government relations, and national and international control of the multinational corporation. Prerequisites: MG 21, MG 31, MK 11, FI 11.

*3 semester hours*

**MG 397-398 Seminar in Management**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in management and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above.

*3 or 6 semester hours*

## Marketing

**MK 11 Introduction to Marketing**

This course is an introduction to the field of marketing. With the satisfaction of consumer needs as the focus, this course studies the methods, policies, and institutions that affect the flow of goods and services from producer to consumer. Topics covered include product, price, distribution, and communication strategy. Attention is given to the social and legal environment in which marketing functions, its role in the economy, and its place in management of the firm. Prerequisite: Junior standing.

*3 semester hours*

**MK 210 Consumer Behavior**

This course provides the student with an understanding of the behavior of consumers in the marketplace. An interdisciplinary approach is used employing concepts from such fields as economics, psychology, social psychology, sociology, and psychoanalysis. Among the many topics covered are motivation, perception, attitudes, consumer search, and post-transactional behavior. Prerequisite: MK 11 or permission of the Area Coordinator.

*3 semester hours*

**MK 225 Advertising and Promotion Management**

A comprehensive course concerned with the design, implementation, and evaluation of promotional programs from the point of view of the promotion manager. Topics covered include sales, advertising, sales promotion, and public relations. Prerequisite: MK 11 or permission of the Area Coordinator.

*3 semester hours*

**MK 240 Sales and Distribution Management**

This course is a study of the activities of intermediaries and other institutions which provide for the flow of goods and services from producer to consumer. Emphasis will be placed on effective channel management and the role channels of distribution play in the overall marketing plan, including a study of various types of distributorship operations. Emphasis will also be placed on the role of sales management in channel relations. The elements of selling for both industrial and consumer goods will be explored. Prerequisite: MK 11.

*3 semester hours*

**MK 300 Contemporary Issues in Marketing**

This course presents a seminar on current marketing issues. It is intended to familiarize the student with the latest issues, events, and problems in marketing. The subject matter for the course draws upon recent events in marketing and course materials are derived from current periodicals and cases. Prerequisite: Senior standing.

*3 semester hours*

**MK 320 Marketing Research**

This course gives the student an appreciation of the role marketing research plays in reducing the risks associated with marketing decisions. Emphasis is placed on developing the student's basic skills in conducting and evaluating marketing research projects. Topics include problem formulation, research design, data collection instruments, sampling and field operations, data analysis, and presentation of results. Prerequisites: MK 11, QA 11, and MK 210, or permission of the Area Coordinator. *3 semester hours*

**MK 330 Marketing Management**

This course is designed to enable students to develop the ability to analyze marketing problems in a manner which will ensure more effective decision making. By means of the case methods, using problems faced by marketing managers, students are involved in decision making based upon their analysis of such problems in the business environment. Prerequisite: Senior standing. *3 semester hours*

**MK 350 Industrial Marketing**

This course examines the characteristics that differentiate industrial from consumer marketing. Nature of industrial demand, buyer characteristics, industrial market research, competitive bidding, selling of industrial products, sales and advertising strategies in marketing to business, government, and non-profit organizations. Practices and policies in the distribution of industrial goods. Prerequisite: MK 11 and MK 320, or permission of the Area Coordinator. *3 semester hours*

**MK 360 International Marketing**

This course emphasizes the role of marketing and marketing management in different environments having an impact on the various marketing functions. In addition to a focus on marketing activities and their management which are experienced in the domestic environment, special emphasis is given to cultural, political, geographic, and other factors in different environments. The focus is on international marketing by firms in other nations as well as American firms. Prerequisite: MK 11 or permission of instructor. *3 semester hours*

**MK 370 Product Management**

This course focuses on one element in the marketing mix — the product. It examines such questions as how should a firm effectively and efficiently manage its current product line and develop potential new products. Consideration is also given to strategic planning. Prerequisite: MK 11. *3 semester hours*

**MK 397-398 Seminar in Marketing**

A special program involving independent study and research under faculty guidance. Also intended for students accepted in an approved internship. Prerequisite: Open only to seniors majoring in marketing and approved by the Area Coordinator. Students must have an overall quality point average of 3.0 or above. *3 or 6 semester hours*





## International Business

### BU 160 International Business

This course is an introduction to international business focusing on the environmental forces governing the interdependent global economy. The principles and tools of analysis for evaluation of opportunities and threats in international markets are discussed, comprising assessment of the world economic environment by stage of development, the incidence of political risk, technological trends, socio-cultural issues and other environmental forces relevant for international business strategy. On the basis of environmental analysis, the course reviews the institutional framework for international business (GATT, IMF, etc.), and the theory and practice of international trade and investment strategies with special reference to multinational firms. Prerequisite: Junior standing. *3 semester hours*

## Business Law

### BU 11 Legal Environment of Business

This course is a basic study of the law, legal institutions, and the legal and social responsibility of business. Includes legal history and legal process, judicial systems, common law, statutes and regulations, with an emphasis on torts, contracts, antitrust and trade regulation, protection of the environment, worker safety, product liability, and corporate crime. *3 semester hours*

### BU 310 Law and Financial Transactions

This course examines business law topics relating primarily to accounting and finance, including law of sales, commercial paper, contract rights and obligations, secured transactions, debtors' and creditors' rights, bankruptcy, and financial regulation and deregulation. Prerequisite: BU 11. *3 semester hours*

### BU 320 Law and the Modern Corporation

Legal issues important to the management and marketing functions of the modern corporation. Topics include corporate governance, securities regulation, antitrust, labor law and collective bargaining, employment discrimination, and unfair trade practices. This course is co-listed as MG 320 in the management section of this catalogue. Prerequisite: BU 11. *3 semester hours*

### BU 330 Law and Small Business Organizations

This course examines legal topics relating to the individual and small business person, including law of real and personal property and applicable contract law, bailments, public and private land use, insurance, trusts and estates, arbitration and dispute settlement, personal and business injury claims. Prerequisite: BU 11. *3 semester hours*

### BU 340 Business Law Seminar

This course is an in-depth analysis of current legal issues relating to American business. Topics will vary each semester offered, and may include current antitrust and merger policies; defense contracting; new issues in product safety and consumer protection; environmental regulation; comparable worth and other equal employment issues; corporate crime and computer law. Prerequisite: BU 11. *3 semester hours*

### BU 350 International Business Law

This course is a study of international laws, legal institutions and the societal and cultural institutions that impact and regulate business activity throughout the world. Selected examples of laws and legal systems will be examined and their relationship to American and foreign business enterprise. *3 semester hours*

### BU 360 Government Policy and the Regulation of Business

This course will explore the effects of past and current federal regulatory policies on business and industry and consider alternatives. It will examine in particular the administrative regulation of business and business interaction with such agencies as the Federal Trade Commission, Consumer Product Safety Commission, Securities and Exchange Commission, Occupational Health and Safety Commission and Food and Drug Administration, among others. Emphasis will vary to reflect current business concerns. *3 semester hours*

## Business Policies

### BU 300 Business Policies

This course provides a synthesis of the concepts and techniques of business administration developed in prior courses in order to establish a rational basis for developing business objectives, strategies, and implementation activities. Strategic management methods and techniques will be applied in this capstone course by individual and team cases and projects. Prerequisites: Senior standing and BU 11, FI 11, MG 21, MG 31, MK 11, BU 160. *3 semester hours*

## Quantitative Analysis

### QA 11 Business Statistics

This course is an introduction to methods of data analysis with emphasis on the applications of statistical methods in business. Tabular and graphic presentation, principles of probability and statistical inference, regression analysis, and techniques for the analysis of business change are examined. *3 semester hours*

### QA 201 Advanced Applied Statistics

This course is an introduction to a variety of multivariate statistical techniques such as multiple regression, analysis of variance, canonical correlation, discriminant analysis and factor analysis. In addition, several non-parametric techniques will be discussed. The emphasis is on the application of such techniques. Students will be expected to use available computer statistical routines to solve and analyze problems presented in class. Prerequisite: QA 11. *3 semester hours*

### QA 210 Quantitative Methods in Management Science

This course provides an introduction to the application of quantitative methods in management decision making. The emphasis is on the formulation of decision problems, their solution, and the application of those solutions. Commercially available software will be used to obtain computer solutions and thus allow the emphasis to be placed on formulation and application. Prerequisite: QA 11. *3 semester hours*

### QA 215 Business Forecasting

This course analyzes business conditions and early warning signals. Methods of time series analysis including examples of forecasting models are examined. Prerequisite: QA 11 or permission of the Dean. *3 semester hours*







---

# SCHOOL OF NURSING

---

*Opposite page: Dr. Nancy Fasano, dean of the School of Nursing*

# School of Nursing

**Dean:** Nancy F. Fasano

**Professor:** MacAvoy

**Associate Professors:** Fasano, Lippman, Sideleau

**Assistant Professors:** Cryan, Dudac, Fleitas, M. Martin, Mohr, Obrig, Pomarico

**Lecturers:** Bourdon, Mo, Spollett

The curriculum of the School of Nursing provides the student with the educational experiences whereby he or she can gain a strong base in the humanities, mathematics, social sciences, and natural sciences as well as in theory and practice in nursing. The program is designed to foster the student's personal and professional growth that is necessary for a committed and compassionate practitioner of nursing capable of providing professional nursing care to people with nursing needs in whatever setting they may be encountered.

The goal of the School is to prepare the student for the first level of professional nursing practice in keeping with the focus for baccalaureate nursing programs. Fairfield prepares the student for general nursing practice. Throughout the program students are exposed to nursing practice in a variety of clinical, health care delivery settings and systems. The program is designed to provide maximum exposure to nursing. Faculty members are exceptionally well qualified by both academic and practical preparation. The small student-faculty ratio is an inherent component of the program, particularly as it relates to clinical practice.

On-campus nursing classes are held in a modern building that features a tiered lecture-demonstration room with projection facilities, a nursing simulation laboratory where the student becomes familiar with the most common techniques and equipment, an education media room that has modern multi-media facilities for learning, and a computer laboratory.

Students are responsible for purchasing their own uniforms as well as arranging for transportation to all off-campus learning experiences. Car pooling may be arranged. Upon successful

completion of the program, a student receives a B.S. degree in nursing and is qualified to write the NCLEX examination for licensure as a Registered Nurse (R.N.). Fairfield's program has National League for Nursing accreditation.

## Educational Mobility for Registered Nurses

### *Overview*

The program for the registered nurse student does not differ from that of the generic student in required courses and credits. The overall objectives of the program and the specific objectives for each course remain the same for both the generic and the registered nurse candidate, hence ensuring consistency in the academic standards and quality of the program. The methods by which the course objectives are to be met by the registered nurse student will reflect teaching/learning strategies appropriate for adult learners. Registered nurses enroll in two seminar courses to facilitate entry into the program. These courses provide new theoretical learning, provide a forum for discussion of relevant nursing issues, and guide the nurse in articulating his or her personal and professional goals and program plan.

### *Admission*

The registered nurse students are initially admitted through the School of Continuing Education and must complete a minimum of four courses with a grade of "C" or better in order to matriculate. Course requirements in the liberal arts and required supportive courses can be met by certain CLEP and ACT examinations, and/or transfer credits from other academic institutions, or by enrollment in specific courses. Courses will be accepted in transfer from other accredited colleges and universities on the basis of satisfactory ("C" or better) academic record and equivalency to Fairfield University. Sixty credits must be taken at Fairfield University.

### *Advanced Placement in Nursing*

It is possible for the registered nurse student to seek advanced placement in the nursing major totaling a maximum of 29 credits. Advanced placement is possible by successfully completing ACT tests in nursing, and/or directed

study modules, and a clinical performance evaluation.

The use of the directed study modules is predicated upon the adult learner being a self-motivated and self-directed student. The students using the modules will receive faculty guidance. Faculty and students interact through periodic seminars on campus.

A registered nurse may choose to meet course requirements through the modules rather than through Advanced Placement Testing, depending upon his or her background and experience. If a registered nurse selects the Advanced Placement option and does not pass one or more of the standardized tests, he or she may complete the directed study module(s) related to the objectives which were not met and, thereby, meet course requirements. The clinical performance evaluation must be completed to receive advanced placement credits.

#### *Registration*

The registered nurse students register through the School of Continuing Education; call (203) 254-4150 or (203) 254-4110 for procedures, class schedules, and dates for the fall, spring, and summer semesters.

## Nursing Curriculum

The three components of the School of Nursing's program are:

*The core curriculum* — Nursing students must complete the core curriculum that is required of all Fairfield undergraduates, with the exception that nursing students meet either the fine arts or modern language requirement.

*Natural and social sciences* — Students take one year of chemistry and a year and a half of biology which includes anatomy, physiology, and microbiology. Because the social sciences form an important part of the foundation for nursing practice, students take courses in psychology and in sociology.

*Nursing courses* — Classroom instruction in nursing theory and skills begins in the freshman year and continues throughout the undergraduate program. Nursing courses are comprised of both theoretical and clinical components. With each passing year clinical work increases, until, by the senior year, a significant portion of time is spent in the nursing major, which includes clinical practice as well as the theory

component. To ensure that students get the breadth and depth of clinical experience needed, the School has associations with many clinical facilities, including private hospitals, a veterans hospital, clinics, outpatient departments, rehabilitation centers, public health departments, and long-term care facilities.

The nursing courses in the sophomore, junior, and senior years are sequential and are prerequisites to other courses. Because of the special nature of the nursing curriculum, Human Anatomy and Physiology (BI 107-108) and each nursing course must be completed successfully (minimum grade of "C") in order for the students to progress in the course sequence for the nursing major. Students must also meet the promotion policy requirements of the University in order to progress in the program. Nursing majors must be certified in cardiopulmonary resuscitation (CPR) by the spring term of the sophomore year and remain certified throughout the nursing program.

## Bachelor of Science

*(Major in Nursing)*

Curriculum Plan

### Freshmen

<i>Fall</i>	Semester Hours
English 11	3
Biology 107	4
Psychology 15	3
Chemistry 81	4
Philosophy/Religion 10	3
	17

### Freshmen

<i>Spring</i>	
Math 19	3
Biology 108	4
Psychology 163	3
Chemistry 82	4
Nursing 14	3
	17

### Sophomore

<i>Fall</i>	
Biology 151	4
Religion/Philosophy 10	3
History 30	3
Sociology 11	3
Nursing 201	2
Nursing 203	1
Nursing 205	2
	18



## Sophomore

### Spring

Psychology 151	3
English 12	3
History	3
Nursing 202	3
Nursing 204	2
Nursing 206	2
	<hr/> 16

## Junior

### Fall

English elective	3
Philosophy	3
Fine Arts/Language	3
Nursing 213	4
Nursing 215	4
	<hr/> 17

## Junior

### Spring

Math 17	3
Religious Studies elective	3
Fine Arts/Language	3
Nursing 216	2
Nursing 218	5
	<hr/> 16

## Senior

### Fall

Philosophy/Religious Studies (Ethics)	3
Nursing 341	3
Nursing 343	5
Nursing 345	4
	<hr/> 15

## Senior

### Spring

Nursing 352	3
Nursing 354	4
Nursing 350	2
Electives	6
	<hr/> 15

# Course Descriptions

Courses described below are nursing courses only. As stated previously, all nursing students are required to take the core curriculum and designated support courses. Descriptions of core curriculum courses — as well as descriptions of other science and social science courses required of nursing students — may be found in the College of Arts and Sciences section of this catalogue.

## NS 14 Introduction to Professional Nursing

An introduction to the profession of nursing. The focus is on concepts basic to nursing science, the person as recipient of care, the definitions of health, environmental and nutritional factors related to health. The nursing process and nursing models are introduced. Nursing technology is addressed through selected technical skills and the use of computers in health care. Cultural concepts, legal, and ethical issues in nursing are addressed.

2 semester hours

## NS 201 Health Promotion I

This course addresses health promotion and examines the role of nursing in assisting individuals and families to actualize their health potential. The focus is on multidimensional aspects of development across the life span and their relationship to the prevention of illness and management of common health concerns. Functional health patterns are introduced as a framework for health promotion. Critical thinking skills are emphasized, and relevant nursing research integrated.

2 semester hours

## NS 202 Health Promotion II

This course focuses on health promotion and maintenance in the childbearing family. Functional health patterns are used to organize the application of the nursing process. Emphasis is on clients during the childbearing cycle and on selected clients who have common alterations in the sexuality-reproductive pattern.

3 semester hours

## NS 203 Nursing Technology I

This course focuses on the provision of safe and effective care related to the basic needs of clients. Psychomotor skills are introduced that address comfort, personal hygiene and safety. The college laboratory and long-term care setting provide the opportunity for the development of these skills. NS 203 is taught concurrently with NS 202 and NS 205.

1 semester hour

**NS 204 Nursing Technology II**

This course continues a focus on safe and effective care, but relates it to common nursing technologies in this semester. The college laboratory and an acute care setting provide the opportunity for the development of such skills as parenteral medications, intravenous therapy, blood glucose testing, as well as care of wounds and nasogastric tubes. NS 204 is taught concurrently with NS 202 and NS 206. *2 semester hours*

**NS 205 Health Assessment**

This course introduces the student to the knowledge and skills of health assessment of clients across the lifespan. Through a variety of methodologies in the classroom and opportunities to practice the skills in the college laboratory, students apply interviewing techniques in eliciting a comprehensive health history and perform a physical examination in evaluating health status. *2 semester hours*

**NS 206 Basic Health Problems**

This course focuses on common health dysfunctions and uses functional health patterns to establish a theoretical foundation for health promotion, restoration and maintenance. The emphasis is on physiological dysfunction. Health assessment knowledge is applied in establishing nursing diagnoses and formulating nursing interventions. *2 semester hours*

**NS 213 Health Restoration I**

The focus of this course is health restoration. Emphasis is on the client experiencing surgery and short-term acute illness. Functional health patterns provide a framework for the application of the nursing process. Clinical practicum in acute care settings provide opportunity for the application of nursing technologies and clinical judgment with the surgical client. NS 213 is taught concurrently with NS 215. *4 semester hours*

**NS 215 Health Restoration II**

The focus of this course is on health restoration with clients experiencing psychosocial dysfunction. Functional health patterns provide a framework for the application of the nursing process. Clinical practicum in acute psychiatric settings provide opportunities for facilitative communication skills, therapeutic use of self and clinical decision making. *4 semester hours*

**NS 216 Health Maintenance I**

The focus of this course is on health maintenance through early detection of health problems and early nursing interventions in illness. Community health concepts relevant to ambulatory care settings are introduced. In the clinical practicum, functional health patterns are used as a basis for the application of the nursing process to clients seen in ambulatory care settings. *2 semester hours*



**NS 218 Health Restoration III**

This course focuses on health restoration and maintenance. Holistic care is provided through application of functional health patterns with clients experiencing acute life-threatening, multi-system health problems. There is also an emphasis on discharge planning and maintenance of optimal health. Clinical practicum in hospital settings provides opportunity for clinical decision-making. This course runs concurrently with NS 216. *5 semester hours*

**NS 341 Research in Nursing**

This course introduces the research process and its application to clinical practice and theory development in nursing. Consideration is given to ethical, economic and technological dimensions. Students critique research and develop a research proposal. An emphasis is placed on critical thinking and writing skills. *3 semester hours*

**NS 343 Health Restoration IV**

This course focuses on health restoration and health maintenance of clients with chronic illness and disability. Functional health patterns organize class content and provide a mechanism to evaluate holistic care. Hospital experience concentrates on clients in the acute phase of chronic illness. Rehabilitation experiences focus on returning the clients to their maximum level of wellness. This course is given concurrently with NS 345. *5 semester hours*

**NS 345 Health Maintenance II**

The focus of this course is on the provision of safe and effective care to individuals, families, and groups, in community settings who are experiencing chronic illness. Special attention is given to aging and the problems of the elderly. The course builds on Health Maintenance I and incorporates concepts of health promotion and restoration from previous courses. There is further application of community health concepts to diverse settings. Community characteristics are identified and analyzed. *4 semester hours*





**NS 350 Issues in Contemporary Nursing**

This course addresses the development of the nurse as a professional person in interaction with professional, political and social systems. Emphasis is placed on critical thinking in analyzing contemporary issues and on implications for current and future practice.

*2 semester hours*

**NS 352 Leadership and Management in Nursing**

This course is designed to provide students with organizational, management and leadership theories for professional nursing practice. The leadership role is defined through an examination of organizational structure, function, and culture in health care systems. Decision making, collaboration, and the management of change, power and conflict are emphasized.

*3 semester hours*

**NS 354 Transition: Professional Nursing Practice**

This course addresses health promotion, maintenance and restoration with clients in a variety of health care settings. The focus is on moving the student toward autonomous professional nursing practice within the limits of their clinical setting. Functional health patterns provide the framework for using a selected nursing model in giving care. Students have an opportunity to apply management principles in coordination of care for groups of clients. Decision making, collaboration, autonomy and evaluation are emphasized.

*4 semester hours*

**NS 250 Professional Nursing**

This course is designed to orient the registered nurse to baccalaureate nursing education and to facilitate re-entry into a new educational system. The scope and aims of professional nursing practice are articulated in the study of concepts and issues of multiple aspects of health care delivery and education. School of Nursing philosophy and conceptual framework are examined.

*3 semester hours*

**NS 252 Health and Family Assessment**

This course introduces the registered nurse student to the knowledge and skills of health assessment of clients across the lifespan. Through a variety of methodologies in the classroom and opportunities to practice the skills in the college laboratory, students apply interviewing techniques in eliciting a comprehensive health history and perform a physical examination in evaluating health status. Family theory and therapeutic use of self are incorporated.

*3 semester hours*

**NS 122 Human Sexuality**

This course is designed for undergraduate students in a variety of majors. Sexuality is examined from historical, cultural, political, economic and biological perspectives. Sexual expression and its variations will be discussed in relation to health, lifestyles, intimacy, the reproductive cycle and the development of morals and values.

*3 semester hours*



---

STUDENT  
SERVICES  
AND  
CAMPUS  
LIFE

---



# Student Services

A full and diversified student life is provided for all undergraduates through the coordinated efforts of the University's Student Services Division and the Fairfield University Student Association (FUSA).

## Fairfield Student Services Division

The Fairfield Student Services Division provides:

1. Assistance in planning social events and campus activities.
2. Coordination of student organizations, athletics and recreation, judicial proceedings, and the residence hall program.
3. Counseling and medical treatment through the University Student Health Center.
4. Career guidance and placement assistance in the Career Planning Center.
5. Maintenance of an up-to-date listing of all University students.
6. Identification cards, which are required of all members of the University community.

## Fairfield University Student Association (FUSA)

FUSA is Fairfield University's official undergraduate student government, and each undergraduate student is a member. The student association is divided into three branches — executive, legislative, and judicial — each of which works individually and collectively to improve the quality of life for all students at Fairfield University.

The activities of all student organizations, as well as social and cultural events, are underwritten to some degree by the student association. The executive branch coordinates overall programs, and the legislature allocates the funds necessary for implementation.

The FUSA office is located in the Campus Center and is open daily. Students are welcome to participate in all levels of FUSA and are invited to drop by the office for assistance with a problem or to get involved in activities.

## Executive Branch

The President of FUSA is elected through a campus-wide popular election held in February each year. The President serves as the spokesperson for the undergraduate student body and is empowered to appoint a cabinet for assistance in carrying out his or her duties. The President also oversees all programming and keeps students informed of upcoming events. The cabinet consists of a Treasurer, Vice-President of Student Life, Vice-President of Student Activities, Vice-President of Government Operations, Director of Public Relations, Daytime Programming, Club Coordinator, Academics, Student Services, Oak Room/Coffee House, Special Events, Sports and Leisure, Publicity, and Arts and Lectures.

## Legislative Branch

Made up of elected representatives of residence halls, commuters, and off-campus boarders, the Student Legislature appropriates FUSA funds for student organizations and activities, conducts investigations, and approves various FUSA officials and delegates.

## Judicial Branch

The Student Court, which consists of a Chief Justice and eight Associate Justices, serves as the Judicial Branch of FUSA. It is the court of first instance for students accused of minor infractions of University policy.

## Student Rules and Regulations

The rules and regulations governing student life are provided in full in the *Student Handbook*, a copy of which is provided to each student by the Student Services Division of the University. If further interpretation of any of these rules and regulations is required, the student should consult personnel in the Student Services Division.

### Discipline

Both intellectual growth and social harmony require discipline as a necessary condition. Self discipline, whether intellectual or social, is of course the best form for community living, but it is, of itself, inadequate. When free persons join together in a common enterprise, whatever its nature, some external authority is needed to direct and sustain that enterprise. In the process of accepting that authority and working in a community, the individual can discover the fullest meaning of freedom and fulfillment. This does not mean a begrudging or uncritical heeding of regulations, but rather a voluntary and understanding acceptance of decisions for the good of the whole community.

At Fairfield University the Vice-President for Student Services has general care of student welfare and of student discipline. The discipline which he exercises is considerate but firm, especially in matters which affect the good of the student body as a whole and which touch upon the reputation of the University. Nevertheless, the attitude of the Vice-President, as of the faculty, is such to make discipline, as far as possible, the outgrowth of high student morale and an element in the maturing of character. However, the administration reserves the right to dismiss a student or to exercise other disciplinary measures for misconduct either on or off campus because student misconduct not only reflects on the reputation of the University but is an indication of the general character of the student.

The Dean of Students may separate a student from the University for reasons of health or safety when a student's continuance at the University poses a significant risk to the student or others, when the Dean of Students has reason to believe that such action is in the best interests of the student or others at the University.

Besides explicit offenses mentioned in the *Student Handbook*, behavior that leads to civil action renders a student liable to collegiate disciplinary action including expulsion. While the University does not look upon its relations with students as primarily legal, it does guarantee to any student involved in disciplinary action due process and a right to be heard in his or her own defense.

The University reserves the right, however, to withdraw a student from the institution in the absence of due process, in the event the student demonstrates a threat to his or her physical or emotional safety, or presents a threat to the safety of students, faculty, or staff.

## Counseling Services

Some of Fairfield's many counseling services are provided through specialized personnel: academic counseling is provided by the student's faculty advisor; religious and spiritual counseling is available through the Campus Ministry Office; career guidance and placement assistance is provided in the Career Planning Center. Most other types of counseling — health, personal, psychological, social, or medical — are provided in the Student Health Center.

*The Career Planning Center* exists to help students identify and achieve their career goals. The Center also serves as a coordinator of information for offcampus employment during the college years. Students who are interested in parttime employment should read the bulletin board in the Career Planning Center located in North Campus.

Students are encouraged to take advantage of the vocational guidance and placement services provided within the Center. The placement service is also made available to graduates of the University. A vocational library and reading room located in the Career Planning Center may be of assistance to students considering career choices.

## Student Health

The physical and psychological health of students is cared for in the Student Health Center located in North Campus. The Health Center staff consists of psychologists, registered nurses who are on duty around the clock, and a medical doctor who visits the Health Center daily.

The Center attempts to help students gain greater self-understanding so that they will be able to successfully achieve their goals. The staff welcomes individual students or groups of students to come in with whatever problems they have.

When appropriate, tests and inventories are administered to students to help them clarify personality characteristics and life goals. A staff member carefully interprets and discusses the results of testing with each student.

Seriously ill students may be admitted to St. Vincent's Hospital in Bridgeport, just minutes from the campus.

Accident and medical insurance is provided for all full-time students. Special health policies are required for nursing students. Information may be obtained from the School of Nursing.

## Student Clubs and Organizations

Fairfield University has numerous recognized student clubs and organizations covering a diversity of interests. (If there is sufficient demand, new organizations may be started under guidelines that may be obtained from the University Activities Office.)

*Academic clubs* supplement classroom work of some departments. Some of these clubs are the following: *the Accounting Club*, limited to accounting majors, provides talks by professionals as well as by faculty members and students; *American Chemical Society* features guest lecturers, social functions, and opportunities for practical work experiences; the *Biology Society* focuses on field trips, lectures, and activities that combine recreation with education; the *Philosophy Club* provides a forum for the discussion and exchange of issues of philosophical interest; the *Fairfield University Student Psychological Association* (FUSPA) sponsors movies, guest lectures, social events, and a monthly newsletter to keep members abreast of activities in the field; the *Sociology Club* plans field trips and guest lectures and sponsors faculty-student seminars; the *Student Nurses Association* serves as the unifying force among nursing students and sponsors a broad range of activities of interest to its members.



*Special interest groups* appeal to specific groups of students. Among these clubs is *UMOJA*, the minority organization, which strives to improve relationships among all students on campus.

*Service Organizations* reflect the interest of students in helping their fellow human beings. Among them are: the *Appalachian Volunteer Corps*, which provides students with an opportunity to work with Appalachian residents for a week or two each year; the *Cardinal Key Society*, which is involved with serving both the campus and the town communities through volunteer social work; the *Knights of Columbus*, who are involved in such projects as working with the mentally retarded and running the Southbury Training School Fund Raising Ball; *Student Outreach Service*, which sponsors a broad range of activities in surrounding communities.

*Communication organizations* are excellent outlets for those who have the gift of communicating: *The Sound* is the University literary publication of high artistic merit; *The Manor* is the University yearbook, totally produced, written, and designed by students; *The Mirror* is a weekly student newspaper distributed to all students; *Radio Station WVOF* presents daily broadcasts of rock, jazz, news, and public service materials.

*Music organizations* present opportunities for vocalists and instrumentalists. Among these groups is the *Chamber Orchestra*, which promotes the performance and appreciation of Medieval, Renaissance, Baroque, and Classical music; the *Fairfield University Glee Club*, which is a 70-voice mixed musical group that performs choral works both on and off campus; the Jazz Company; and Flute and Guitar Ensembles.

*The Playhouse* is a student drama organization that presents several major productions a year along with a number of workshops, studio productions, guest productions, and special events.

## Athletics and Sports Activities

For men and women, Fairfield provides three types of organized athletics and sports activities: varsity sports, club sports, and intramural sports. Fairfield is in the university division of the National Collegiate Athletic Association (NCAA) and the Eastern Collegiate Athletic Conference (ECAC). In addition, Fairfield competes in conference championship play as a charter member of the Metro Atlantic Athletic Conference.

Varsity sports for men include baseball, basketball, cross country, golf, ice hockey, soccer, swimming, and tennis. Women's varsity sports include basketball, cross country, field hockey, softball, swimming, volleyball, and tennis. In most of these sports, Fairfield teams compete against conference (ECAC) and nonconference opponents and participate in invitational and post-season tournaments.



Club sports also provide intercollegiate competition, but these activities are organized and operated by students in conjunction with the Recreation Department. Club sports include fencing, lacrosse, rugby, sailing, karate, skiing, women's soccer, and women's lacrosse. Some of these teams participate in conference competition or belong to specialized athletic groups such as the Eastern Rugby Union.

Fairfield offers an extensive intramural sports program which runs from the second week of the fall semester to the end of the academic year in the spring. Intramural sports include basketball, softball, tennis, flag football, volleyball, soccer, racquetball, and inner tube water polo. Winning teams and individuals receive awards at the annual sports dinner.

The student who does not wish to participate in organized sports has the opportunity to make full use of Fairfield's modern Recreational Complex, the outdoor tennis courts and playing fields, and join in a variety of informal "pick-up" games that take place both indoors and outdoors on the campus at all seasons of the year.

## Campus Life

Student life at Fairfield takes place on a 225-acre campus of exceptional natural beauty. From an elevation of 180 feet and at a distance of two miles, the campus commands a broad view of Long Island Sound.

The modern buildings provide classrooms and laboratories for students, as well as living quarters for a resident community of more than 2,100 undergraduates and for members of the Jesuit community. Among the more important of the 40 major buildings and other facilities on campus are the following.

## The Residence Halls

A large proportion of Fairfield's student life centers in and around its eight residence halls. To facilitate their adjustment to campus life as well as to give direction to their personal growth, freshmen are clustered in residence halls.

A University staff assists students in adjusting to residence hall life in particular, and campus life in general. In addition to the Director of Student Residences, two Assistant Directors of Student Residences, and seven Head Residents, there are student Resident Advisors. These students have been trained to provide advice and counsel to other students and to supervise student behavior. In addition, Jesuits live on various floors of residence halls, sharing their commitment, their experience, and their concern with students.

Residence halls are self-directed units. Together, students and staff decide what their aims will be and how they will achieve them within the residence halls. Through shared responsibility in all aspects of residence hall life, students develop a respect for the personal and property rights of all persons and of the University itself.

Upperclass students may elect to live in the University-owned townhouses. These units, located on the perimeter of the campus, offer students a greater degree of independence. An optional housing arrangement is offered to a select number of juniors and seniors through off-campus housing, apartments, and beach houses that can be rented for the academic year.

Full information about campus and off-campus housing and about housing policies may be found in the *Student Handbook*.

## **The Campus Center**

The Campus Center is the social focal point for all sectors of the University community — students, faculty, administration, alumni, and guests. The Center contains a student dining room, faculty dining room, the mail center, Student Association (FUSA) offices, the bookstore, the Stag-Her Inn (a snack bar and pub), game room and a variety of other facilities for student services. The Campus Center Office reserves space for and schedules such activities as concerts, art shows, lectures, auctions, conferences, and a variety of other University events.

## **The Library**

The Nyselius Library contains more than 220,000 carefully selected bound volumes, the equivalent of another 50,000 volumes in microform, and 1,175 journals and newspapers. A media department contains video and audio cassettes, records, and other audiovisual materials, as well as equipment for their use, and oversees a microcomputer laboratory. The stacks are open to all students and there is study space, primarily at individual carrels, for over 600 students at any one time. For the convenience of the campus community, the library is open more than 100 hours a week except during vacation periods.

## **The Center for the Arts**

In the spring of 1990, the University opened the new Regina A. Quick Center for the Arts, which has had a major effect on the schedule of activities. A 750-seat theatre, smaller experimental theatre, and an art gallery with a full schedule of exhibitions are among the features.

## **The Recreational Complex**

The Recreational Complex is a modern building adjacent to Alumni Hall, the gymnasium. Planned to help students develop lifelong physical skills, the Complex provides a 25-meter swimming pool with three diving boards; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis, basketball; an indoor jogging area, enclosed courts that can be used for handball or racquetball; two exercise rooms with weight-training equipment; a multipurpose room that can be used for modern dance, gymnastics, exercising, student club meetings; two saunas and a whirlpool bath; sunbathing deck; and locker rooms. Just outside are six all-weather tennis courts.

Adjacent to the complex is Alumni Hall, the gymnasium, which is used primarily for intercollegiate sports. Outdoor facilities include several fields and additional tennis courts that can be used by both men and women for a variety of intercollegiate, intramural, and club sports. The broad expanses of the campus provide ample opportunity for spur-of-the-moment physical activity.

## **Other Buildings**

Other buildings include the Chapel and Campus Ministry Center opening in the fall of 1990; the School of Nursing Building, Bannow Science Center, general classroom buildings like Canisius Hall and the Faculty Office Building, and specialized facilities such as the Playhouse.

The best way to appreciate the utility of these buildings and the modernity of their equipment is through a campus visit, which can be arranged by the Admissions Office in Bellarmine Hall.



## Religious Activities

Because of its rich religious heritage, Fairfield University encourages student participation in religious activities. Many student organizations — the Knights of Columbus, etc. — have religious ties, but most religious activities emanate from the Campus Ministry Office.

*The Campus Ministry Team* is composed of three Jesuit priests and a Catholic lay woman. Campus Ministry seeks to foster a community of faith, service and friends by providing spiritual direction and counseling, planning seminars on religious and social themes, offering liturgies and retreats as well as coordinating social involvement and community service on a local, national and international level.

Members of the University are welcome to drop in anytime or make an appointment with one of the campus ministers.

## Security

The Security Department is responsible for the safety and security of persons and property associated with Fairfield University. The office is open, and security officers are on patrol, 24 hours a day year-round. Violations of University regulations which require immediate attention should be reported to the Security Department.

The Security office is located in Room 2 on the ground floor of Loyola Hall. To reach the department from an outside telephone line, dial 254-4090; from an inside line, dial extension 4090.

## Parking

All vehicles must display a valid parking permit and park properly in the designated area. Parking permits may be obtained at the Security Department, Room 2, Loyola Hall.

Permits are valid from Sept. 1, 1990, to Aug. 31, 1991. Unauthorized vehicles in handicapped, fire lane, or service vehicle spaces will be towed at the owner's expense. Handicapped vehicles must properly display an official campus or state handicapped permit. A pamphlet detailing traffic and parking regulations is available at Security.



---

ADMISSIONS,  
EXPENSES,  
AND  
FINANCIAL  
AID

---

# Admissions

Fairfield University admits without discrimination students of any sex, race, color, religion, national or ethnic origin, or handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University.

## Freshman Admissions

Freshman students are admitted in September only. The applicant should have received the high school diploma from a recognized high school or preparatory school, and should have acquired no less than 15 units in college-preparatory studies. The *unit* is commonly understood as a measure of credit assigned for the successful completion of a high school course which meets four or five times each week throughout the year; *college-preparatory units* are those which are usually found in that curriculum of the high school which explicitly prepares for college.

No vocational, commercial, or industrial units are considered to be preparatory to the work of the liberal arts college. Candidates for admission must take units chosen from the following areas.

### BASIC REQUIREMENTS

English .....	4
Mathematics .....	3-4
(may include) -Algebra 1	
-Algebra 2	
-Geometry	
-Pre-calculus	
-Calculus	
Foreign Language .....	2-4
Laboratory Science .....	1-3
(may include) -Earth Science	
-Biology	
-Chemistry	
-Physics	
History .....	2-3

Candidates interested in mathematics, business and the sciences are urged to pursue a fourth unit of mathematics and a third unit in the sciences. Candidates for nursing must have one laboratory course in chemistry.

In addition to the basic requirements, the applicant must present evidence to indicate interest in and competence for college studies. To that end he or she must submit the complete record of high school studies, together with other supporting materials as described in the admissions application form. All applicants are also required to take the College Board Scholastic Aptitude Test (SAT) or the American College Testing Program Assessment (ACT). The deadline for all Regular Decision applicants to have all application materials (application, high school transcript, SAT or ACT scores, and recommendation) in the Admissions Office is March 1. The University also strongly recommends that interested students come to campus for a personal interview with an admissions counselor. Applicants should normally rank in the top 40 percent of their senior class, and all applicants are recommended to take College Board Achievement examinations for placement purposes only. The achievement examinations suggested to be taken are English, mathematics, and a modern foreign language. Applicants interested in majoring in a particular science are recommended to take the achievement examination in that science in place of the modern foreign language examination. Candidates for the pre-medical and pre-dental programs preferably will take the chemistry achievement examination. Candidates for the nursing program will take either the chemistry or biology achievement examination. The same pattern will apply to those submitting scores from the American Testing Program (ACT).



## Early Decision

Academically qualified students who have selected Fairfield as their first choice are strongly advised to pursue the option of Early Decision. Students who wish to be considered for Early Decision admission must have all application materials (application, high school transcript, SAT or ACT scores, and recommendation) in the Admissions Office by December 1. We consider it the responsibility of interested students to visit the campus prior to the December 1 application deadline, and an interview before that date is strongly recommended. Those students who are admitted under Early Decision have an obligation to attend Fairfield and withdraw any applications to other colleges and universities. A special commitment form will be sent to both the applicant and the high school guidance counselor. This form will require signatures of both parties.

## Advanced Placement and Early Admission

**Advanced Placement:** While in high school, some students pursue one or more college-level Advanced Placement courses. Fairfield University permits such students to gain placement in certain areas, or exemption from University core courses, if they (1) take an Advanced Placement Test of the CEEB program, and (2) obtain a test score of 4 or 5.

**Early Admission:** Superior students who have completed a four-year high school program at the end of three years may apply for admission to the University.

**Wait List:** Freshman applicants to Fairfield will receive one of three decision letters: admit, deny, or wait list offer. Wait list students who are serious in their intent to remain on the wait list are asked to submit a fee to hold their place. This fee is refundable or applied toward tuition if the student is eventually offered and accepts admission.

## Transfer Admissions

### Admission to Advanced Standing

The University welcomes qualified students for either first or second semester who wish to transfer to Fairfield from other accredited colleges. Students interested in transferring must have accumulated at least 30 credits and have maintained at least a 2.5 average. In some cases, a minimum of 15 credits with a 2.5 average and above may be considered for transfer application. To apply, the student must submit, in addition to the required application forms, a transcript of the high school SAT or ACT scores and college records, and a recommendation (Form C) verifying that the student is in good standing and eligible to return to his or her former college.

Each candidate will be individually reviewed and a program determined according to his or her needs and accomplishment.

Every effort is made to accept transfer credit as a program rather than totaling single course credits, so that a student may be admitted to a specific year at Fairfield, e.g., accepted as a second semester sophomore or first semester junior. The core courses of Fairfield's program should be met, but appropriate adjustments will be made in the individual case.

Every transfer student is required to complete at least two years of full-time undergraduate study in order to receive a Fairfield University Bachelor's Degree.

Applications should be directed to the Admissions Office. The application deadline for September admission is June 1; the application deadline for January admission is December 1.

## Alumni Relatives

One of the strongest endorsements an educational institution can receive is to have alumni send their children to their alma mater. At Fairfield we believe that such candidates can contribute significantly to enhancing the tradition and the spirit that are an important part of a Fairfield education. In light of this, it is our policy to give special consideration to the sons and daughters of alumni who apply as well as to the brothers and sisters of current students and alumni. In reviewing such applications, special importance is attached to family ties to help ensure that a sizable number of these candidates will be admitted to the University.

## Expenses

### Tuition and Fees

**Application Fee** \$ 35.00  
(This fee is not refundable)

#### Tuition

All members of the classes of 1991 and 1992	5,625.00
All members of the classes of 1993 and 1994	5,775.00

Per semester payable on or before August 1 and January 1. An acceptance deposit (non-refundable) of \$100.00 is paid on acceptance of the notice of admission; it is credited toward the semester's tuition.

#### Resident Student Fees:

Dormitory Room & Board	2,525.00
Townhouse (Room Only)	2,000.00

Per semester payable on or before August 1 and January 1.

Dormitory Room Deposit	100.00
Townhouse Deposit	150.00

Non-refundable if reservation is voluntarily canceled. Refunded when graduating or leaving the school or University housing.

### General Fee 270.00

Per year. This fee covers 24-hour health service as well as normal health insurance and accident insurance. It covers admission to all home athletic events, support of the Student Government activities and the student radio station operation.

### Special Fees

Orientation	120.00
Dormitory Programming Fee (per year)	30.00
Laboratory Fee (per semester)	20.00
Fine Arts Materials Fee (per semester)	35.00
Certain Computer Science and certain Information Systems courses (per credit)	15.00
Other Computer Fees (per course)	25.00
Practice Teaching	25.00
Extra course (per credit hour)	350.00
Continuous Registration for Educational Leave (per semester)	25.00
Change of Single Course	10.00
Late Registration (\$10.00 per course)	50.00
Returned Check Fee	20.00
Commencement	60.00
Academic Transcript	3.00
Shuttle Bus Fee	140.00
Nursing student costs:	
Two uniforms and equipment (estimated)	150.00
Student malpractice insurance	15.00
Transportation to clinical experience is the responsibility of the student.	

The trustees of the University reserve the right to change tuition rates and to make additional charges whenever they believe it to be necessary.

All checks are to be made payable to Fairfield University. The University reserves the right to charge a monthly service fee of 1% on any past due balances, or a one-time \$50 late payment fee per semester.

International students who are admitted must make known to the University the source of their financial support for their college education. They will be expected to make payment of a full year's tuition, fees, and room and board before their certificate of eligibility (Form I — 20A) is issued.

The University makes available a monthly payment plan as well as a number of federal and private loan programs. Brochures on the payment plan and the loan programs will be available to all students. Please contact the Office of the Bursar for additional information.

No degree will be conferred and no transcripts will be issued until all financial obligations to the University have been met.

## Refund Policy

Refunds as the result of official withdrawal through the University's Registrar Office will be made according to the following schedule. General and special fees are not refundable. In cases where the student receives federal or state financial aid, regulations require that refunds be reimbursed first to the federal or state aid programs from which the student received assistance. The amount to be reimbursed will be calculated in accordance with federal and state regulations.

<i>Official Withdrawal Date</i>	<i>Refund</i>
first week	90% less \$100
second week	80% less \$100
third week	60% less \$100
fourth week	40% less \$100
fifth week	20% less \$100
sixth week	0%





# Financial Aid

## Financial Aid Policy

Fairfield University administers a comprehensive program of financial aid for students with limited resources and strong academic potential. Fairfield utilizes the College Scholarship Service uniform methodology to determine financial aid recipients. The amount of aid a student receives is based on financial need. Financial need is the difference between the total cost of attendance and the expected ability of the family to contribute to these expenses. Generally, students who have been admitted to the University, and are offered financial assistance, receive a "package," which combines the various grants, loans, and student employment programs available.

Members of the Financial Aid Office staff are available throughout the year to advise and answer any questions that students and their parents might have.

Financial Aid announcements for entering freshmen are made at the beginning of April. Upperclass awards are issued in June.

## Application Procedure

To be considered for financial aid at Fairfield University, the following steps are required:

File a Financial Aid Form (FAF) with the College Scholarship Service no later than *February 1* for entering freshmen and *April 1* for upperclass and transfer students. This form is available from high school guidance offices or by writing to the Fairfield University Financial Aid Office.

Those students applying for early decision must complete an Early Version Financial Aid Form no later than *December 1*. This form is available through the Financial Aid Office at Fairfield University. The completed Early Version form must be returned directly to the Office of Financial Aid.

## Renewal Process

Any student who receives financial assistance at Fairfield University is required to submit a completed Financial Aid Form by *April 1* each year. In addition, a copy of parent's and student's most recent Income Tax return (Form 1040, 1040A, 1040EZ) must be sent to the Financial Aid Office by *May 1*. Continued eligibility for any program is based on the following criteria:

1. Demonstrates financial need.
2. Shows satisfactory academic progress.
3. Carries an academic workload sufficient to qualify as at least a half-time student during the academic year.
4. Is not in default on any loan made from a student loan fund at Fairfield, or on a loan made, insured, or guaranteed under the Stafford Student Loan Program.
5. Does not owe a refund on grants previously received under the Pell Grant, Supplemental Educational Opportunity Grant, or State Student Incentive Grant Programs, while in attendance at any institution.

## Satisfactory Academic Progress

In order to continue receiving student financial aid, a student must maintain satisfactory academic progress according to the standards and practices of Fairfield University. Progress at Fairfield is measured both qualitatively and quantitatively. Grades and credit hours completed provide the critical elements in the measurement of a student's standing and progress, according to the following guidelines:

- 1) For advancement in good standing from freshman to sophomore year, a student must have a weighted quality point average (Q.P.A) of 1.8; to advance to junior year, a Q.P.A. of 1.9; to senior year, a Q.P.A. of 2.0. A student whose average falls below these levels is ineligible to receive financial aid.

2) A student whose semester average or Q.P.A. falls below 1.8 in any semester, and who is allowed to continue at the University, is considered on academic probation for the following semester. A student in this category will be allowed to receive financial aid for that semester.

3) A student who repeats a semester's work is not considered to be making satisfactory academic progress. Financial aid for such a student will be reinstated only when academic credits are made up.

4) A student who has been placed on disciplinary probation may continue to receive financial assistance.

5) The University recognizes that individual circumstances affect a student's academic performance. An interruption of studies because of illness or death in the family, for example, will not result in withdrawal from any assistance program. Documentation is required for all appeals based on such mitigating circumstances.

6) A full-time student must fulfill at least one-fifth of the requirements for the bachelor's degree each year that he or she is registered, in order to be considered as making satisfactory academic progress, since the concept of "satisfactory progress" goes beyond that of "good standing." Proportionate progress must be made by part-time students.

Please see page 20, "Registration Requirements," for additional information.

## Estimate of Expenses

The following represents an average freshman resident student budget at Fairfield University during the 1990-91 academic year:

<i>Per year</i>	<i>Resident</i>
Tuition & Fees	\$11,700
Room & Board	5,050
Books & Supplies	400
Transportation	100
Personal Expenses	700
<b>Total Resident Student Budget</b>	<b>\$17,950</b>

## Academic Failure

Those who are asked to withdraw from the University for academic failure will lose all entitlement to financial aid.

## Financial Aid Available

The following is a listing, brief description, and general award ranges of the financial aid programs available at Fairfield University.

## Scholarships and Grants-in-Aid

*Presidential Scholarships:* Eighteen scholarships valued at \$5,000 each are awarded on the basis of academic excellence, without regard to financial need. These awards are normally made to valedictorians and are renewable on condition of satisfactory performance.

*Fairfield Scholars:* A number of partial scholarships are awarded to entering students who have demonstrated outstanding academic achievement.

*Fairfield University Scholarships and Grants:* In addition to the scholarships listed above, a limited number of scholarships and grants are awarded by the University. Their number and stipend depend upon the current status of revenues from which they are drawn. Demonstrated financial need as well as academic performance and potential are the criteria used in determining the recipients.

Brother/sister grants are available. For two brothers or sisters: \$100 per student per semester; for three brothers or sisters: the oldest student pays full tuition, and the remaining two receive \$300 each per semester.

Most scholarships and grants-in-aid are packaged with other types of federal or state aid.

## Federal Grants

*Pell Grants:* A federal entitlement program which provides grants of up to \$2,300 to eligible students who are pursuing their first baccalaureate degree.

*Supplemental Educational Opportunity Grants:* Outright grants from federal funds are made available to students who demonstrate exceptional financial need. The grants range from \$100 to \$4,000 per year.

## State Scholarships and Grants

All financial aid applicants are expected to investigate the opportunities that exist in their home state for direct scholarships or grants. Write to your state board or commission for higher education, or see your high school guidance counselor.

## Loans

*Carl D. Perkins Loans:* Students who demonstrate exceptional financial need can borrow up to \$9,000 during their undergraduate college careers. No payments of principal or interest are required until six or nine months after the borrower completes his or her education, at which time repayment at 5% interest is assessed. Repayment may extend up to ten years, depending on the amount borrowed.

*Stafford Loan Program:* Loans may be obtained at most banks in a student's home town. Up to \$2,625 per academic year for freshman and sophomore level students or \$4,000 per academic year for junior and senior level students may be borrowed if eligible. Repayment begins six months after graduation at which time 8% interest is assessed. Families must show need in order to receive this loan. Financial need must be determined through a Financial Aid Form (FAF) processed through Princeton, N.J.

*Parent Loan Program:* A program of loans to parents of dependent undergraduate students. Through a bank, a parent may borrow up to \$4,000 during any one academic year. Repayment begins 60 days after disbursement of the loan at a variable rate of interest.

*Alternate Financing Plans:* A variety of financing plans are available from lending institutions. The University also has an arrangement with various companies that offer flexible plans for payment of educational expenses. Please contact the Office of Financial Aid or Bursar's Office for further information.

## Campus Employment

*College Work-Study Program:* Jobs on the campus may be arranged for students demonstrating a need for the expected earnings. Where possible, the work assigned relates to the student's field of study.

*University Employment:* Students who are not eligible for participation in the Work-Study Program, but who desire extra spending money, may obtain employment in the cafeteria, the bookstore, and several other campus locations.

## Named Scholarships

Through the generosity of individuals, corporations and foundations, a number of scholarships have been made available to students at the University. These gifts continue the rich tradition of philanthropy that characterizes American life, and it is through the donors' generosity that Fairfield is able to offer these scholarships. The University is pleased to be a beneficiary of that tradition and commitment.

Students applying for financial aid are considered automatically for the named scholarships listed here, which are administered by the Financial Aid Office in accordance with the wishes of the donors.



*Alumni Association Scholarship:* A scholarship awarded over four years to an incoming first year student in the undergraduate school who is the son or daughter of an alumnus/alumna of Fairfield University. Interested applicants should contact the Office of Alumni Relations.

*Alumni Minority Scholarship:* A fund established with the proceeds from the annual Alumni Association Awards Dinner to meet the needs of minority students who are enrolled at Fairfield University and require financial assistance.

*Carl and Dorothy Bennett Scholarship:* A fund established by Mr. and Mrs. Carl Bennett to provide annual scholarships for Fairfield University students on a financial need basis.

*John & Jane Bohnsack Scholarship:* A scholarship fund established in 1985, to be awarded on the basis of financial need and divided equally between a nursing student and a business student.

*The Mr. and Mrs. Charles A. Bott Scholarship:* Established by Mrs. Charles A. Bott and the late Mr. Bott of Huntingdon Valley, Pa., the fund provides for assistance to students with financial need.

*John V. Brennan Scholarships:* A gift from John V. Brennan, president of U.S. Underwriters, Inc., and parent of Paul F. Brennan '89, provides scholarships to enable minority students to benefit from a Fairfield education.

*Marina Holder Brewster Memorial Scholarship Fund:* Established by Dr. and Mrs. John P. Sachs to give financial assistance to nursing students.

*Bridgeport Post Scholarship:* Established by the Post Publishing Company of Bridgeport, Conn., to provide financial aid assistance to minority students.

*Ned John Briggs Memorial Scholarship:* Established in 1989 by the estate of his mother, Kathryn V. Briggs, this endowed scholarship perpetuates the memory of Ned John Briggs, who attended Fairfield in 1965 and 1966. It is awarded on the basis of academic potential and need.

*Gladys Brooks Foundation Scholarship:* Created in 1986 to enhance Fairfield's ability to attract students of the highest quality. Recipients will be asked to assume a "moral obligation" to support the University after graduation by voluntary service and/or contributions. Criteria for scholarship recipients include secondary school class rank, scholastic aptitude test scores, extracurricular activities, and leadership potential.

*Sophie Burger and Pauline Hagen Scholarship:* An endowed scholarship made possible by the generosity of Carl E. Hagen (Class of '65) through the ChipmanUnion Foundation to provide financial aid assistance to students in the School of Business.

*The Burger King Fellowship:* An endowed scholarship established by The Burger King Corporation to provide scholarships for minority students.

*Douglas E. Ciacchi Scholarship:* A fund established in 1985 in memory of this outstanding member of the Class of 1965. Proceeds provide scholarships to the Connecticut student-athletes who best demonstrate Doug's drive, compassion, courage, and leadership. Principal benefactors include J. Jeffrey Campbell '65 and the Pillsbury Company, in addition to members of Doug's class.

*Chase Manhattan Scholarship:* An endowed scholarship fund which assists students on the basis of both need and academic promise. Current restrictions limit this award, which was established in response to a challenge grant from the Louis P. Calder Foundation, to New York City residents.

*Citytrust Scholarship:* An endowed scholarship established in 1985 by Citytrust Bank to provide financial aid assistance to Fairfield University minority students.

*Class of 1983 Scholarship:* Established by members of Fairfield University's Class of 1983 at the time of their graduation to provide financial aid to future students.

*John A. and Edna Connaughton Scholarship:* An endowed scholarship established in 1986 in memory of Mr. and Mrs. Connaughton by Mrs. Connaughton's daughter, Mrs. Charles A. Bott of Huntingdon Valley, Pa. The fund will provide aid to students with financial need.

**Arsene Croteau Family Scholarship:** A fund to provide a scholarship to a student at Fairfield University majoring in French.

**William Cummings and Brothers Scholarship:** A scholarship fund established by Mary C. Cummings in January 1968. Income is to be granted to entering freshmen from the town of Fairfield.

**David J. Dolan Memorial Scholarship Fund:** An endowed scholarship established by Mr. and Mrs. Charles F. Dolan, honoring the memories of Mr. Dolan's father and brother. Income will provide financial aid assistance to Fairfield University students.

**Dramatic Society Scholarship:** A scholarship awarded to a member or members of the Dramatic Society in return for assistance to the Director.

**E. & F. Construction Company Scholarship:** A scholarship funded by the E. & F. Construction Company to assist students attending Fairfield University.

**Rev. Anthony J. Eiardi, S.J., Scholarship Fund:** A fund created in 1986 by the estate of Dominic R. Eiardi, who left the bequest in honor of his brother, Father Eiardi, a retired member of the Fairfield University mathematics department faculty. The fund will provide scholarship opportunities for deserving undergraduate students.

**Helen T. Farrell Scholarship Fund:** A fund created in 1983 from the estate of Helen T. Farrell, who was a Westport, Conn., resident, to provide financial aid to undergraduate students.

**Nelson Fusari Memorial Scholarship Fund:** Established by Mr. and Mrs. Albert Fusari in 1981 in memory of their son Nelson (Class of '83) for the benefit of handicapped students.

**F.U.S.A. Scholarship:** An endowed scholarship established by the Fairfield University Student Association in 1985. Income will provide financial aid assistance to Fairfield University students.

**John P. Gahan Memorial Scholarship:** A fund donated by friends of the father of John P. Gahan (Class of '61). John was killed after completing one year of school.

**Morton Globus Memorial Scholarship:** An endowed scholarship which will be awarded to a student majoring in finance in the School of Business, based on financial need and academic qualification.

**John T. Gorman, Jr. Scholarship:** Established by John T. Gorman, Jr. (Class of '54) in 1984 to provide undergraduate students with financial aid.

**Cornelius A. Heaney Scholarship:** Created by the Brooklyn Benevolent Society, this scholarship assists students who reside in Brooklyn and who demonstrate financial need.



*William Randolph Hearst Scholarship:* An endowed scholarship fund established in 1986 by the William Randolph Hearst Foundation for School of Business students with financial need.

*Rev. William H. Hohmann, S.J., Memorial Scholarship:* A scholarship established by alumni and friends in memory of Father Hohmann, who was chairman of the University's economics department until his retirement. Father Hohmann died in 1983. The scholarship will be given to an economics major at Fairfield University on the basis of need.

*Hoechst Celanese Minority Scholarship:* A fund created by Hoechst Celanese Corporation to assist minority students from New Jersey who are in the School of Business.

*The Lorraine Hoxley Scholarship:* Established in memory of Lorraine Hoxley, '66 M.A., by her husband Paul Hoxley of Sun City, Ariz., the fund is used to assist needy students.

*The Frank H. James Memorial Scholarship:* A bequest from the estate of Frank H. James, late president of the Hat Corporation of America, established a fund to provide to students who are residents of Fairfield County and have financial need.

*Jesuit Scholarship Fund:* An endowed fund established in 1983 by the Fairfield Jesuit Community to provide annual scholarships to Fairfield students on a financial need basis.

*Aloysius and Teresa Kelley Scholarship:* Established by a gift from Carmen A. Tortora on the occasion of the twenty-fifth anniversary of the ordination of the Rev. Aloysius P. Kelley, S.J., the proceeds from this fund will be available each year to assist an academically qualified and financially needy student at Fairfield University.

*The Abbas Khadjavi Memorial Scholarship:* A scholarship in honor of Dr. Khadjavi, a member of the Fairfield University faculty who died in 1983. Funded by family and friends, the scholarship will provide financial assistance to Fairfield students.

*Edward F. Kirik, Sr. Scholarship:* An endowed scholarship established in 1988 to benefit qualified Fairfield University students of Polish-American descent.

*George A. and Grace L. Long Scholarship:* A scholarship fund given by the George A. and Grace L. Long Foundation for support of nursing students.

*Loyola Chapel Community Scholarship:* Established to provide financial aid assistance to a member of the junior or senior class at Fairfield University.

*Donald S. Lupo Memorial Scholarship:* An endowed scholarship in honor of Donald S. Lupo, an alumnus of Fairfield University (Class of '62). The Fund, established by friends and associates at Merrill Lynch, will provide financial aid to students in need.

*Roger M. Lynch '63 Scholarship:* An endowed scholarship, established by Mr. Lynch, to be awarded to a full-time student in the School of Business who has demonstrated financial need, academic initiative, and the capacity to derive the most from his or her talents.

*Marketing Corporation of America Business School Scholarship:* An endowment fund created by Marketing Corporation of America, providing scholarship aid to worthy students in the Fairfield University School of Business.

*Rev. Thomas A. McGrath, S.J., Scholarship:* Established in 1986 in honor of Father McGrath, professor of psychology at Fairfield University, by John Levery of Fairfield, Conn., and other friends of Father McGrath. The scholarship will be awarded on the basis of financial need.

*Elizabeth DeCamp McInerney Scholarship Fund:* A permanent scholarship established by The Ira W. DeCamp Foundation created under the will of Elizabeth DeCamp McInerney. The fund will provide financial assistance to qualified students for undergraduate study relating to the health sciences.

*Edward F. McPadden Memorial Scholarship:* A scholarship fund created by Anabel McPadden Davey in honor of her brother, Mr. McPadden.

*Mechanics and Farmers Savings Bank Scholarship:* A fund established on the occasion of the bank's 100th anniversary, available to residents of Bridgeport, Easton, Fairfield, Milford, Monroe, Stratford, Trumbull, and Westport, Conn.



*John C. Meditz '70 Scholarship:* This endowed scholarship was created by alumnus John C. Meditz and his mother, the late Clara Meditz. Established in response to a challenge grant from the Louis P. Calder Foundation, the scholarship requires residency in one of New York's five boroughs.

*Merrill Lynch & Co. Foundation, Inc. Scholarship:* An endowed scholarship established by Merrill Lynch & Co. Foundation, Inc. to provide financial support for minority students.

*Merritt 7 Corporate Park Scholarship:* An endowed scholarship funded by the First Merritt Seven Corporation to provide financial assistance to Fairfield students.

*William T. Morris Memorial Scholarship Fund:* A scholarship fund established to provide financial assistance to needy students attending Fairfield University.

*Rev. John P. Murray, S.J., Scholarship:* A scholarship fund given to a member (or members) of the Glee Club. The scholarship was designated by the President of Fairfield University to begin September 1965.

*Jamie and Laura O'Brien Scholarship:* A scholarship fund established in 1986 by William O'Brien of Enfield, Conn., James O'Brien of Fairfield, Conn., and Richard O'Brien of Ashland, N.H., and other family members and friends to honor two young retarded members of the O'Brien family. Restricted to students who have financial need, are academically qualified for Fairfield University, and who are immediate members of a family with a retarded child.

*Gia Orlando Memorial Scholarship:* A fund established in 1985 by Carl Orlando '64 in memory of his daughter. Restricted to a senior or seniors who perform to the best of their abilities academically and who demonstrate a spirit of generosity and unselfish caring reminiscent of Gia Orlando.

*Lawrence F. O'Shea '56 Scholarship:* An endowed scholarship established in 1988 by Mr. O'Shea to assist students with demonstrated financial need.

*Howard T. Owens, Sr., Scholarship:* An endowed scholarship fund created in 1986 by family members and friends of Mr. Owens, who received an honorary doctor of laws degree in 1967 from Fairfield University. Restricted to students in need of financial assistance.

*J. Gerald Phelan Scholarship:* Donated by J. Gerald Phelan in 1964 for a scholarship fund.

*Phi Kappa Theta Memorial Fund:* A scholarship established in 1980 with funds generously provided by alumni members of Phi Kappa Theta Fraternity in memory of Fraternity member David Caisse '71. Preference for this annual scholarship is given to a physically disabled student.

*Elizabeth M. Pfriem Scholarship:* A scholarship created in 1989 by Mrs. Pfriem, former president of the *Bridgeport Post* Publishing Company, to provide assistance to Fairfield University minority students.

*Joseph A. Pollicino/CIT Group Scholarship:* Restricted to students in the School of Business, this scholarship was established by the CIT Foundation in 1987 to honor Mr. Pollicino, who is Vice Chairman, CIT Group Holdings, and the fund has since been supplemented by gifts from Mr. Pollicino. He is the father of John Pollicino, Class of 1982, and Kerry Pollicino, Class of 1988.

*Pope Foundation Scholarship:* An endowed scholarship to assist students with demonstrated financial need.

*Pope Foundation/New York Scholarship Fund:* An endowed scholarship to assist students with demonstrated financial need.

*Mary B. Radwick Scholarship:* A fund created from the estate of Mary B. Radwick to provide financial assistance to students.

*Paul Scolaro Memorial Scholarship Fund:* A fund established by family, alumni, and friends in memory of Paul J. Scolaro (Class of '78). This award is given annually to a modern languages major at the recommendation of the department. Academic achievement, financial need, and University community involvement are the basis for the award.

*Donna Rosanne Carpenter-Sederquest Memorial Scholarship Fund:* An endowed fund established by family members and friends in memory of Donna Carpenter-Sederquest, who attended Fairfield University. Restricted to communication arts and English majors in the top ten percent of their high school classes, with preference given to students with financial need who are graduates of Fairfield High School or reside in Fairfield County. The scholarship is dedicated to the perpetuation of the academic, professional, and personal excellence Donna so well embodied.

*Isabelle C. Shea Nursing Scholarship:* An endowed fund established in 1984 by the George A. Long and Grace L. Long Foundation to honor the memory of Mrs. Shea, a long-time friend of Fairfield University. Income will provide financial aid assistance to Fairfield University nursing students.

*John J. Sullivan Scholarship:* A fund established by friends of John J. Sullivan, first selectman of the Town of Fairfield, Conn., from 1959 to 1983, for a scholarship to be given to a politics major.

*Surdna Foundation Scholarship:* An endowed fund established in 1985 to underwrite scholarships for the benefit of minority students.

*Robert A. Torello '56 Scholarship:* This fund provides an award to an incoming freshman with one or both parents deceased. The fund is supplemented by proceeds from the Robert A. Torello Annual Memorial Scholarship Golf Tournament held in Orange, Conn.

*Mr. and Mrs. Leo J. Waters Scholarship Fund:* A scholarship fund established by Mr. and Mrs. Waters to provide financial assistance to Fairfield University students.

## Further Information

For further information about financial aid at Fairfield University, please call or write to: Financial Aid Office, Fairfield University, Fairfield, Connecticut 06430-7524, (203) 254-4000.









---

# DIRECTORY

---

# Directory

## Board of Trustees

Louis F. Bantle  
Dorothy B. Bennett  
John M. Carboy, S.J.  
Richard J. Curry, S.J.  
James J. Daly  
Dennis D. Dammerman  
Charles F. Dolan  
William P. Egan  
Joseph R. Fahey, S.J.  
Samuel Harvey, Jr.  
Edward J. Heavey, S.J.  
Jeremy M. Jacobs  
Diane M. Jarmusz  
Aloysius P. Kelley, S.J.  
William J. Kramer (Chair)  
Robert B. Lawton, S.J.  
Roger M. Lynch  
John J. MacDonnell, S.J.  
Jack E. McGregor  
Thomas E. McKinney  
James R. McManus  
Thomas P. O'Malley, S.J.  
James R. Poole  
Leslie C. Quick, Jr.  
Jason Robards  
William C. Russell, S.J.  
Robert D. Russo, Sr., M.D.  
John P. Sachs, Ph.D.  
Edith M. Smart  
T. Paul Tremont  
Daniel P. Tully  
Patrick J. Waide, Jr.  
Thomas J. Walsh, Jr.  
Leo J. Waters

## Trustees Emeriti

James W. Birkenstock  
Edward J. Breck  
Alphonsus J. Donahue  
David W.P. Jewitt  
James J. McGinley, S.J.  
Francis J. McNamara, Jr.  
L. William Miles  
D. Bruce Wiesley

## Administration

**Aloysius P. Kelley, S.J., Ph.D.**  
*President*  
John J. Higgins, S.J., S.T.D.  
*Executive Assistant to the President*  
**John A. Barone, Ph.D.**  
*Provost*  
**Stephen P. Jakab, M.A.**  
*Associate Provost*

## Academics

**Robert P. Stepsis, Ph.D.**  
*Academic Vice-President*  
Mary Frances A.H. Malone, Ph.D.  
*Assistant Academic Vice-President*  
David C. Danahar, Ph.D.  
*Dean, College of Arts and Sciences*  
Kurt C. Schlichting, Ph.D.  
*Associate Dean*  
Beverly L. Kahn, Ph.D.  
*Assistant Dean*  
R. Keith Martin, Ph.D.  
*Dean, School of Business*  
Russell P. Boisjoly, D.B.A.  
*Associate Dean*  
John Michael Sweeney, Ed.D.  
*Dean, School of Continuing Education*  
Nancy F. Fasano, Ph.D.  
*Dean, School of Nursing*  
Georgia Fayetta Day, Ph.D.  
*Interim Dean, Graduate School of Education and Allied Professions*  
Vincent M. Murphy, Ph.D.  
*Interim Associate Dean*  
Henry J. Murphy, S.J., S.T.D.  
*Dean of Freshmen*  
Robert C. Russo, M.A.  
*University Registrar*  
Theodore M. Belfanti, M.A.  
*Associate University Registrar*  
Barbara D. Bryan, M.S.L.S.  
*University Librarian*  
Rosemary H. Arneson, M.L.S.  
*Associate University Librarian*  
Lorraine Jean, M.L.S.  
*Head Reference Librarian*  
(to be announced)  
*Head Media Librarian*

(to be announced)

*Circulation Librarian*

Keith R. Stetson, M.L.S.

*Collection, Development and  
Preservation Librarian*

Mona G. Hefzallah, M.A.

*Head Cataloguer*

Thomas Zingarelli, B.A.

*Director, Regina A. Quick  
Center for the Arts*

Clarissa Lobdell Sinaglia

*Director of Public Events,*

*Regina A. Quick Center for the Arts*

David M. Flynn, M.A.

*Dean of Admissions*

Suzanne B. Siano, M.A.

*Associate Director*

Richard D. Bertrand, S.J., M.A., P.D.

*Assistant Director*

Laura Heinold, B.A.

*Assistant Director*

Richard Hammler, B.A.

*Assistant Director*

Robert Hurley, B.A.

*Assistant Director*

Maisa L. Tisdale, B.A.

*Assistant Director*

Elizabeth Bennett, B.A.

*Admissions Counselor*

Julia Matthei, B.A.

*Admissions Counselor*

Paul J. Marchelli, M.A.

*Director of Financial Aid*

Maryann Rowe, B.S.

*Assistant Director of Financial Aid*

Cornelia J. Dinnean, M.Div.

*University Director of Faith,*

*Peace and Justice Programs*

James D. Fitzpatrick, M.A.

*Assistant Dean for University Activities*

Carole Ann Coyne-Maxwell, M.A.

*Director of Choral Music*

Matthew Dinnan, M.S.

*Assistant Director, Campus Center*

Laura Puckett, M.Ed.

*Assistant Director of*

*University Activities*

Richard E. Rossi, M.Ed.

*Director of Student Residences*

Patricia Christiano, M.S.

*Assistant Director of Student Residences*

Patrick Rombalski, M.S.

*Assistant Director of Student Residences*

Harold P. Menninger, Ed.D.

*Director of Athletics and Recreation*

Anne Babb, B.S.N.

*Director of Student Health Center*

Francis J. Scholan, M.D.

*Medical Director, Student Health Center*

Gwendolyn M. Vendley, M.S.

*Director of Freshman Experience*

## Campus Ministry

Paul E. Carrier, S.J., M.Div., S.T.M., Ph.D.

*University Chaplain*

James M. Hayes, S.J., Th.M.

*Assistant University Chaplain*

Paul D. Holland, S.J., M.Div., S.T.M.

*Assistant University Chaplain*

Paula Oddis, M.A.

*Assistant University Chaplain*

Carole Ann Coyne-Maxwell, M.A.

*Director of University Liturgical Music*

## Student Services

William P. Schimpf, M.Ed.

*Vice-President for Student Services*

W. Laurence O'Neil, S.J., C.A.S.

*Dean of Students*

Alice Gorman, M.A.

*Director of Career Planning Center*

Larri W. Mazon, M.S.W.

*Director of Minority Relations and  
Student Academic Support Services*

Jeanne C. DiMuzio, M.S.

*Director of Freshman Orientation  
and Judicial Officer*

## University Resources

John A. Barone, Ph.D.

*Provost*

Stephen P. Jakab, M.A.

*Associate Provost*

John J. Schurdak, Ph.D.

*Director of Computer Center*

Doris J. Stan, M.A.

*Director of Grants Office*

Phyllis A. Fitzpatrick, M.S.

*Director of Management Information*



Vincent P. Brennan, B.S.  
*Director of Security*  
 Frederick W. Cotter, B.S.  
*Director of Physical Plant*  
 Donald W. Paxton, AMIME, MIEE  
*Director of Energy Management*  
 Richard Taylor, Jr., B.S., C.E.  
*University Engineer*  
 Rebecca Clement, B.S.  
*Director of Telecommunications*

## Finance

William J. Lucas, M.B.A.  
*Vice-President for Finance*  
 Michael S. Maccarone, M.S.  
*Controller*  
 Maria Regan, M.B.A.  
*Assistant Controller*  
 Jean C. Forstrom  
*Budget Auditor*  
 Bernadette A. Voytek  
*Accounting Supervisor*  
 Raymond M. Bourdeau, M.B.A.  
*Bursar*  
 Nicholas Papillo, B.S.  
*Director of Purchasing*  
 Vilma V. Rogo  
*Payroll Manager*

## University Advancement

George E. Diffley, M.A.  
*Vice-President for University Advancement*  
 Fredric C. Wheeler, M.P.A.  
*Associate Vice President for Development*  
 Mary W. Swift, B.S.  
*Director of Development Services*  
 Cathleen Borgman, B.A.  
*Director of Corporate and  
 Foundation Relations*  
 Clare C. Schimpf, B.A.  
*Director of Annual Giving*  
 Barbara B. Hoffmann, M.A.  
*Director of Development Research*  
 James E. Reilly, B.B.A.  
*Director of Capital Resources*  
 Murray Farber, M.A.  
*Director of Public Relations*  
 Nancy M. Habetz, M.A.  
*Assistant Director of Public Relations*

Alphonsus J. Mitchell, B.A.  
*Director of Publications*  
 Arthur L. Payne  
*Director of Printing and Graphic Services*  
 Mary F. Smith, B.A.  
*Director of Alumni Relations*

## Committees of the Faculty

Academic Council  
 Admissions and Scholarships  
 Athletics  
 Committees  
 Continuing Education  
 Conference with Trustees  
 Educational Planning  
 Faculty Development and Evaluation  
 Library  
 Public Lectures and Events  
 Rank and Tenure  
 Research  
 Salary  
 Student Life  
 Undergraduate Curriculum

# Faculty

Aloysius P. Kelley, S.J., *President, Professor of Greek and Roman Studies*; A.B., M.A., St. Louis University; S.T.L., University of Innsbruck; Ph.D., University of Pennsylvania.

William M. Abbott, *Assistant Professor of History*; A.B., University of California, Berkeley; D.Phil., Oxford University.

Arthur L. Anderson, *Professor of Sociology*; A.B., Augsburg College; M.A., Ph.D., New School for Social Research.

John A. Barone, *Provost, Professor of Chemistry*; A.B., University of Buffalo; M.S., Ph.D., Purdue University.

Milo C. Barone, *Assistant Professor of Biology*; B.S., University of Scranton; M.S., John Carroll University; Ph.D., St. Bonaventure University.

Jack W. Beal, *Associate Professor of Physics*; B.S., Texas Technological University; M.S., Ph.D., Michigan State University.

Alfred F. Benney, *Professor of Religious Studies*; A.B., Pontifical College Josephinum; M.A., The University of Detroit; Ph.D., Hartford Seminary Foundation.

Christopher Bernhardt, *Assistant Professor of Mathematics*; B.A., M.Sc., Ph.D., University of Warwick.

Louis Berrone, Jr., *Professor of English*; A.B., M.A., Trinity College; Ph.D., Fordham University.

Bharat B. Bhalla, *Assistant Professor of Finance*; B.A. Punjab University; M.B.A., Delhi University; Ph.D., Cornell University.

Joseph E. Boggio, *Professor of Chemistry*; B.S., M.S., Ph.D., Worcester Polytechnic Institute.

Russell P. Boisjoly, *Associate Dean, School of Business, Professor of Finance*; B.S., University of Lowell; M.B.A., Boston University; D.B.A., Indiana University.

John J. Boitano, *Professor of Psychology*; B.A., Manhattan College; M.A., Ph.D., Fordham University.

Robert E. Bolger, *Associate Professor of Mathematics*; B.S., Fairfield University; M.A., New York University.

Salvatore F. Bongiorno, *Associate Professor of Biology*; B.S., Fordham University; M.S., Ph.D., Rutgers University.

Betsy A. Bowen, *Assistant Professor of English*; A.B., Colby College; M.A., Middlebury College; Ph.D., Carnegie Mellon University.

Dorothea D. Braginsky, *Professor of Psychology*; A.B., Queens College; M.A., Ph.D., University of Connecticut.

Phyllis C. Braun, *Professor of Biology*; B.S., Fairfield University; Ph.D., Georgetown University.

Kim Bridgford, *Assistant Professor of English*; B.A., M.F.A., University of Iowa; Ph.D., University of Illinois, Urbana-Champaign.

Diane J. Brousseau, *Professor of Biology*; B.S., Ph.D., University of Massachusetts, Amherst.

Cecelia Bucki, *Assistant Professor of History*; B.A., University of Connecticut; M.A., Ph.D., University of Pittsburgh.

Frank F. Bukvic, *Professor of Modern Languages*; Ph.D., University of Graz; Ph.D., New York University.

Vincent M. Burns, S.J., *Associate Professor of Religious Studies*; A.B., M.A. (Eng.), M.A. (Phil.), Boston College; S.T.L., Weston College; S.T.D., Gregorian University.

James A. Buss, *Associate Professor of Economics*; A.B., M.A., Ph.D., University of Connecticut.

Javier F. Campos, *Assistant Professor of Modern Languages*; Pedagogía en Español, Universidad de Concepción (Chile); Ph.D., University of Minnesota.

Albert A. Cardoni, S.J., *Assistant Professor of Philosophy*; A.B., M.A., Boston College; S.T.L., Weston College; Ph.D., Gregorian University.

William F. Carr, S.J., *Assistant Professor of Philosophy*; A.B., Boston College; M.A., St. Louis University; S.T.L., Woodstock College.

Kevin J. Cassidy, *Associate Professor of Politics*; A.B., Catholic University; M.S., Hunter College; Ph.D., City University of New York.

Gerald O. Cavallo, *Associate Professor of Marketing*; B.B.A., Pace College; M.B.A., Columbia University; M.B.A., Ph.D., City University of New York.

- J. Michael Cavanaugh, *Instructor of Management*; B.A., St. Francis College; B.S., Baylor College of Medicine; M.S., Georgetown University; M.B.A., Rensselaer Polytechnic Institute.
- Theodore A. Rees Cheney, *Associate Professor of Communication and English*; B.A., M.A., Boston University; M.A. Fairfield University.
- Elia V. Chepaitis, *Assistant Professor of Information Systems*; B.A., Manhattanville College; M.A., Georgetown University; M.B.A., University of New Haven; Ph.D., University of Connecticut.
- Donald A. Coleman, *Assistant Professor of Philosophy*; B.A., University of Connecticut; M.A., Brown University; Ph.D., Columbia University.
- Matthew P. Coleman, *Assistant Professor of Mathematics*; B.A. LaSalle College; M.A., Ph.D., Pennsylvania State University.
- Thomas E. Conine, Jr., *Professor of Finance*; B.S., University of Connecticut; M.B.A., Ph.D., New York University.
- Paul J. Costanzo, *Instructor of Communication Arts*; B.A., A.B.D., University of Connecticut.
- David C. Danahar, *Dean, College of Arts and Sciences, Professor of History*; B.A., Manhattan College; M.A., Ph.D., University of Massachusetts, Amherst.
- Ronald M. Davidson, *Assistant Professor of Religious Studies*; M.A., Ph.D., University of California, Berkeley.
- Paul I. Davis, *Assistant Professor of History*; A.B., M.A., University of Notre Dame.
- Edward J. Deak, *Professor of Economics*; A.B., M.A., Ph.D., University of Connecticut.
- Richard C. DeAngelis, *Associate Professor of History*; Certificate, Far Eastern Languages, Yale University; B.S.S., M.A., Fairfield University; Ph.D., St. John's University.
- Robert W. Deichert, *Instructor of Management*; B.E.E., Pratt Institute; M.S., Stevens Institute; P.E., New Jersey.
- Robert L. DeMichiell, *Professor of Information Systems*; B.S., United States Coast Guard Academy; M.S., Ph.D., University of Connecticut.
- Andrew J. Demotses, *Associate Professor of Accounting*; B.S., M.B.A., University of Bridgeport; Ph.D., University of Massachusetts; C.P.A., Connecticut.
- Joseph B. Dennin, *Associate Professor of Mathematics*; A.B., College of the Holy Cross; M.A., Ph.D., University of Wisconsin.
- Edward M. Dew, *Professor of Politics*; B.A., Pomona College; M.A., The George Washington University; M.A., Yale University; Ph.D., U.C.L.A.
- Richard DeWitt, *Assistant Professor of Philosophy*; B.S., University of Idaho; M.A., Ph.D., Ohio State University.
- Carmen F. Donnarumma, *Professor of Politics*; A.B., M.A., Fordham University.
- Sandra J. Ducoffe, *Assistant Professor of Marketing*; M.A., Ph.D., Michigan State University.
- Pamela J. Dudac, *Assistant Professor of Nursing*; A.B., Manhattanville College; M.S., Fordham University; M.S.N., New York Medical College.
- King J. Dykeman, *Associate Professor of Philosophy*; A.B., Creighton University; M.A., Ph.D., University of Chicago.
- John W. Elder, S.J., *Professor of Chemistry*; B.S., Spring Hill College; M.S., Ph.D., Loyola University.
- Robert M. Eldridge, *Assistant Professor of Finance*; B.S., United States Naval Academy; M.S.A., D.B.A., The George Washington University.
- Philip I. Eliasoph, *Professor of Fine Arts*; A.B., Adelphi University; M.A., Ph.D., State University of New York at Binghamton.
- Robert G. Emerich, *Professor of Fine Arts*; A.B., Georgetown University; M.F.A., Fordham University.
- James F. Farnham, *Professor of English*; B.S.S., Fairfield University; M.A., John Carroll University; Ph.D., Case Western Reserve University.
- Nancy F. Fasano, *Dean, School of Nursing, Associate Professor of Nursing*; B.S., Hartwick College; M.S., University of Maryland; Ph.D., Texas A & M University.
- Leo F. Fay, *Associate Professor of Sociology*; A.B., M.A., Fordham University; Ph.D., New School for Social Research.
- Robert M. Fedorchek, *Professor of Modern Languages*; A.B., Bowling Green State University; M.A., Ph.D., University of Connecticut.



- Benjamin Fine, *Professor of Mathematics*; B.S., Brooklyn College; M.S., Ph.D., Courant Institute, New York University.
- Joan D. Fleitas, *Assistant Professor of Nursing*; B.S.N., Florida State University; M.N., Emory University.
- M. Consolación García-Devésa, *Assistant Professor of Modern Languages*; Bachillerato, University of Santiago (Spain); Licenciado, University of Madrid; Ph.D., University of Santiago.
- Elizabeth B. Gardner, *Professor of Psychology*; A.B., Middlebury College; M.A., Ph.D., McGill University.
- Johanna X. K. Garvey, *Assistant Professor of English*; B.A., Pomona College; M.A., Ph.D., University of California, Berkeley.
- Peter Michael Gish, *Associate Professor of Fine Arts*; A.B., Dartmouth College; B.F.A., M.F.A., Yale University.
- June Goldner, *Assistant Professor of Sociology*; B.A., City College of New York; M.A., Hunter College; Ph.D., Graduate Center of the City University of New York.
- Donald W. Greenberg, *Associate Professor of Politics*; A.B., Alfred University; Ph.D., City University of New York.
- Morris Grossman, *Professor of Philosophy*; A.B., M.A., Ph.D., Columbia University.
- Orin L. Grossman, *Professor of Fine Arts*; A.B., Harvard University; M. Phil., Ph.D., Yale University.
- Evangelos Hadjimichael, *Professor of Physics*; B.S., The City College of New York; Ph.D., University of California, Berkeley.
- G. Simon Harak, S.J., *Assistant Professor of Religious Studies*; A.B., Fairfield University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., University of Notre Dame.
- Andrew McC. Heath, *Associate Professor of Music*; A.B., Harvard University; M.A., Yale University.
- W. Nickerson Hill, *Associate Professor of Modern Languages*; B.A., Wabash College; M.A., University of Hawaii; Ph.D., University of Iowa.
- Walter F. Hlawitschka, *Assistant Professor of Finance*; B.S., M.B.A., Cornell University; Ph.D., University of Virginia.
- Virginia H. Hodgkinson, *Assistant Professor of Biology*; B.S., Bucknell University; M.S., Ph.D., Rutgers University.
- Dennis G. Hodgson, *Associate Professor of Sociology*; A.B., Fordham University; M.A., Ph.D., Cornell University.
- John J. Holland, *Assistant Professor of Accounting*; B.B.A., St. John's University; M.S., Pace University; C.P.A., Connecticut and New York.
- Hugh M. Humphrey, *Associate Professor of Religious Studies*; A.B., St. Bernard's; M.A., University of Louvain; Ph.D., Fordham University.
- Patricia M. Jenkins, *Associate Professor of English*; A.B., University of Maryland; M.A., University of Rhode Island; Ph.D., University of Maryland.
- Oscar W. Jensen, *Professor of Quantitative Analysis*; B.S.E.E., University of Connecticut; M.S.E.E., University of California at Los Angeles; Ph.D., University of Connecticut.
- Julia M. Johnston, *Associate Professor of Philosophy*; A.B., M.A., Southern Methodist University; Ph.D., Bryn Mawr College.
- Beverly L. Kahn, *Assistant Dean, College of Arts and Sciences, and Associate Professor of Politics*; A.B., Dickinson College; M.A., Columbia University; Ph.D., Indiana University.
- Adolph I. Katz, *Associate Professor of Information Systems*; B.S., Northeastern University; M.S., Harvard University; Ph.D., Rutgers University.
- Alan N. Katz, *Professor of Politics*; A.B., M.A., Ph.D., New York University.
- Lucy V. Katz, *Associate Professor of Business Law*; B.A., Smith College; J.D., New York University.
- Lawrence J. H. Kazura, *Assistant Professor of History*; A.B., Queens College; M.A., Clark University.
- Robert A. Kelly, *Assistant Professor of Economics*; B.S., Ph.D., Georgetown University.
- Roselie E. Kenney, *Assistant Professor of Accounting*; B.S., St. Thomas Aquinas College; M.B.A., Pace University; C.P.A., New York.
- John G. Kolakowski, *Assistant Professor of Modern Languages*; A.B., M.A., Yale University.

- Robert W. Kravet, *Assistant Professor of Accounting*; A.B., Southern Connecticut State College; B.S., University of New Haven; M.S., University of Massachusetts; C.P.A., Connecticut.
- Paul F. Lakeland, *Professor of Religious Studies*; M.A., Oxford University; B.D., University of London; Ph.D., Vanderbilt University.
- Rudolph J. Landry, *Associate Professor of English*; A.B., Fairfield University; M.A., Boston College.
- Thomas M. Landy, S.J., *Instructor, Politics*; B.A., Fairfield University; M.A., University of Chicago.
- Philip J. Lane, *Associate Professor of Economics*; B.A., Providence College; M.A., Northeastern University; Ph.D., Tufts University.
- George E. Lang, Jr., *Associate Professor of Mathematics and Computer Science*; B.S., Loyola University; M.S., University of Dayton; Ph.D., Purdue University.
- Martin A. Lang, *Professor of Religious Studies*; A.B., Marist College; M.A., Ph.D., Catholic University of America.
- Mark S. LeClair, *Assistant Professor of Economics*; B.A., Colgate University; M.A., Northeastern University; Ph.D., Rutgers University.
- Victor F. Leeber, S.J., *Professor of Modern Languages*; A.B., M.A., Boston College; S.T.L., Weston College; Ph.D., University of Madrid.
- Doris T. Lippman, *Associate Professor of Nursing*; B.S.N., Cornell University; M.Ed., Ed.D., Columbia University.
- Frederick L. Lisman, *Associate Professor of Chemistry*; B.S., Fairfield University; Ph.D., Purdue University.
- Martha S. LoMonaco, *Assistant Professor of Fine Arts*; B.A., Boston College; M.A., Tufts University; Ph.D., New York University.
- R. James Long, *Professor of Philosophy*; A.B., St. Mary's College; M.S.L., Pontifical Institute of Mediaeval Studies; Ph.D., University of Toronto.
- Donald D. Lynch, S.J., *Assistant Professor of English*; A.B., Boston College; M.A., Fordham University; S.T.L., Weston College.
- Suzanne D. Lyngaas, *Assistant Professor of Accounting*; B.S., University of Illinois; M.B.A., DePaul University; C.P.A., Illinois.
- Suzanne MacAvoy, *Professor of Nursing and Elizabeth DeCamp McNerny Professor of Health Sciences*; B.S.N.Ed., College Misericordia; M.S., Boston College; Ed.D., Columbia University.
- John C. MacDonald, *Professor of Chemistry*; B.S., M.S., Boston College; Ph.D., University of Virginia.
- Joseph F. MacDonnell, S.J., *Professor of Mathematics*; A.B., M.A., Boston College; M.S., Fordham University; Ed.D., Columbia University.
- Gerald P. Madden, *Associate Professor of Finance*; B.S., St. Joseph's University; M.B.A., Temple University; Ph.D., Pennsylvania State University.
- Lisa A. Mainiero, *Associate Professor of Management*; B.A., Smith College; M.A., Ph.D., Yale University.
- James J. Maroney, *Assistant Professor of Accounting*; B.S., University of Connecticut; M.B.A., New York University.
- R. Keith Martin, *Dean, School of Business, Professor of Accounting and Information Systems*; A.B., Whitman College; M.B.A., City College of New York; Ph.D., University of Washington; P.E., California; CDP, CSP.
- Marjorie J. Martin, *Assistant Professor of Nursing*; B.S., Loyola University of Chicago; M.A., Ed.M., Ed.D., Columbia University.
- John F. McCarthy, *Associate Professor of Psychology*; B.S., Boston College; M.A., Ph.D., Catholic University.
- Michael F. McDonnell, *Associate Professor of English*; B.S.S., Fairfield University; M.A., Villanova University; Ph.D., Trinity College (Dublin).
- James H. McElaney, *Professor of Physics*; A.B., M.A., M.S., Boston College; Ph.D., Johns Hopkins University.
- Sharlene A. McEvoy, *Assistant Professor of Business Law*; B.A., Albertus Magnus College; M.A., Trinity College; J.D., University of Connecticut; Ph.D., University of California at Los Angeles.
- David W. McFadden, *Assistant Professor of History*; B.A. University of Denver; M.A., Ph.D., University of California, Berkeley.

- Thomas J. McInerney, *Associate Professor of English*; A.B., Dartmouth College; M.A., Boston College; Ph.D., University of Washington.
- Diane Menagh, *Assistant Professor of English*; A.B., Manhattanville College; M.A., Indiana University; Ph.D., City University of New York.
- Laurence A. Miners, *Associate Professor of Economics*; B.A., State University of New York at Binghamton; Ph.D., University of North Carolina.
- Frederick W. Mis, *Assistant Professor of Quantitative Analysis*; B.A., Fairfield University; M.A., Ph.D., University of Massachusetts.
- Margaret E. Mitchell, *Assistant Professor of Management*; B.A., Clark University; M.S., Ph.D., Pennsylvania State University.
- Krishna Mohan, *Associate Professor of Marketing*; A.B., University of Delhi; M.A., University of Madras; Ph.D., University of Wisconsin.
- Joan M. Mohr, *Assistant Professor of Nursing*; B.S., Columbia University; M.A., New York University.
- Christopher F. Mooney, S.J., *Professor of Religious Studies*; A.B., M.A., Loyola University of Chicago; S.T.D., Catholic University of Paris; M.S.L., Yale University; J.D., University of Pennsylvania.
- Eric Mosbacher, *Instructor of Marketing*; B.B.A., M.B.A., Baruch College.
- James F. Mullan, *Assistant Professor of English*; B.S., Manhattan College; M.A., Hunter College; Ph.D., Fordham University.
- Irene Mulvey, *Assistant Professor of Mathematics*; B.A., Stonehill College; Ph.D., Wesleyan University.
- Kathryn A. Nantz, *Assistant Professor of Economics*; B.A., Western Kentucky University; M.S., Ph.D., Purdue University.
- Lisa H. Newton, *Professor of Philosophy*; B.S., Ph.D., Columbia University.
- Victor J. Newton, *Associate Professor of Physics*; B.S., M.A., Spring Hill College; Ph.D., Massachusetts Institute of Technology.
- Alice M. Obrig, *Assistant Professor of Nursing*; B.S.N., Cornell University; M.S., Boston University; M.P.H., Johns Hopkins University; Ed.D., Columbia University.
- Edmond J. O'Connell, Jr., *Professor of Chemistry*; B.S., Providence College; Ph.D., Yale University.
- Leo F. O'Connor, *Professor of American Studies*; B.S., St. Peter's College; M.A., Ph.D., New York University.
- Edward J. O'Neill, *Assistant Professor of Mathematics and Computer Science*; A.B., Catholic University; M.A., Ph.D., Yale University.
- John M. Orman, *Professor of Politics*; B.S., Indiana State University; M.A., Ball State University; Ph.D., Indiana University.
- Marie J. Panico, *Professor of Modern Languages*; A.B., Queen's College; M.A., Ph.D., University of Maryland.
- Milo W. Peck, Jr., *Assistant Professor of Accounting*; A.B., Middlebury College; M.S., Northeastern University; J.D., Suffolk University; LL.M., Boston University.
- G. Paul Peterson, S.J., *Assistant Professor of Economics*; Litt.B., Xavier University; Ph.L., West Baden College; M.B.A., Xavier University; Ph.D., Colorado State University.
- Walter J. Petry, Jr., *Assistant Professor of History*; A.B., Manhattan College; M.A., Columbia University.
- Raymond P. Poincelot, *Professor of Biology*; A.B., Southern Connecticut State College; Ph.D., Case Western Reserve University.
- Carole A. Pomarico, *Assistant Professor of Nursing*; B.S.N., Carlow College; M.S.N., University of Pittsburgh.
- Judith Primavera, *Assistant Professor of Psychology*; B.A., Mount Holyoke College; M.A., Ph.D., Yale University.
- Susan Rakowitz, *Assistant Professor of Psychology*; B.A., Yale University; M.A., Ph.D., University of Pennsylvania.
- Albert F. Reddy, S.J., *Associate Professor of English*; A.B., M.A., Boston College; M.A., Middlebury College; S.T.L., Weston College; Ph.D., University of Massachusetts, Amherst.
- Mariann S. Regan, *Professor of English*; A.B., Duke University; M.A., Ph.D., Yale University.
- Richard J. Regan, *Assistant Professor of English*; A.B., College of the Holy Cross; M.A., Ph.D., University of Connecticut.



- Thomas J. Regan, S.J., *Assistant Professor of Philosophy*; A.B., Boston College; M.A., Ph.D., Fordham University.
- Frank J. Rice, *Professor of Biology*; B.S., Colorado State University; M.S., University of Wyoming; Ph.D., University of Missouri.
- Frank Rimlinger, *Assistant Professor of Mathematics*; B.A., Rice University; Ph.D., University of California at Berkeley.
- Nicholas M. Rinaldi, *Professor of English*; A.B., Shrub Oak; M.A., Ph.D., Fordham University.
- Rose P. Rodrigues, *Assistant Professor of Sociology*; B.A., Southern Illinois University; M.A., Ph.D., New School for Social Research.
- Vincent J. Rosivach, *Professor of Greek and Roman Studies*; A.B., M.A., Ph.D., Fordham University.
- Donald J. Ross, *Professor of Biology*; B.S., Fordham University; M.S., Boston College; Ph.D., Fordham University.
- Walter G. Ryba, Jr., *Associate Professor of Business Law*; A.B., Dartmouth College; M.A., Trinity College; J.D., University of Connecticut.
- W. Ronald Salafia, *Professor of Psychology*; B.S., Loyola College; M.A., Ph.D., Fordham University.
- Joseph E. Sarneski, *Associate Professor of Chemistry*; B.S., King's College; Ph.D., Case Western Reserve University.
- Kurt C. Schlichting, *Associate Dean, College of Arts and Sciences, and Associate Professor of Sociology*; A.B., Fairfield University; M.A., Ph.D., New York University.
- David P. Schmidt, *Assistant Professor of Business Ethics*; B.S., Illinois State University; M.A., Ph.D., University of Chicago.
- Katherine A. Schwab, *Assistant Professor of Fine Arts*; B.A., Scripps College; M.A., Southern Methodist University; Ph.D., New York University.
- Dorothy B. Shaffer, *Professor of Mathematics*; A.B., Bryn Mawr College; M.A., Ph.D., Radcliffe College.
- Barbara F. Sideleau, *Associate Professor of Nursing*; B.S., University of Bridgeport; M.S.N., Yale University; Ed.D., Columbia University.
- Peter Spoerri, *Associate Professor of Computer Science*; B.S., Ph.D., Brooklyn Polytechnic Institute; M.S., Oregon State University.
- D. Raymond Stabile, *Assistant Professor of Modern Languages*; B.A., M.A., University of Connecticut.
- Robert P. Stepsis, *Academic Vice President and Associate Professor of English*; B.A., University of Notre Dame; Ph.D., Harvard University.
- Jane Sutherland, *Associate Professor of Fine Arts*; A.B., Sarah Lawrence College; M.F.A., University of the Americas.
- John E. Thiel, *Professor of Religious Studies*; A.B., Fairfield University; M.A., Ph.D., McMaster University.
- Lik Kuen Tong, *Professor of Philosophy*; B.S., New York University; Ph.D., New School for Social Research.
- Cheryl L. Tromley, *Assistant Professor of Management*; B.A., Michigan State University; M.A., Florida Atlantic University; Ph.D., Yale University.
- Michael T. Tucker, *Assistant Professor of Finance*; B.A. Washington College; M.B.A., D.B.A., Boston University.
- Richard F. Tyler, *Assistant Professor of Management*; B.S., College of the Holy Cross; M. Ed., Boston College; M.B.A., New York University.
- Joan G. Walters, *Professor of Economics*; A.B., M.A., Ph.D., Radcliffe College.
- Yan Yin Waguespack, *Assistant Professor of Chemistry*; B.S., Beijing Polytechnic University.
- Robert M. Webster, *Assistant Professor of Modern Languages*; A.B., M.A., Middlebury College; Ph.D., Yale University.
- Gary H. Weddle, *Assistant Professor of Chemistry*; A.B., Thiel College; Ph.D., University of Delaware.
- Joan Wyzkoski Weiss, *Associate Professor of Mathematics*; B.S., Carnegie-Mellon University; M.S., University of Delaware; D.A., Idaho State University.
- Celia T. Wells, *Associate Professor of English*; A.B., Meredith College; M.A., Florida State University; Ph.D., Columbia University.
- David R. Winn, *Associate Professor of Physics*; A.B., Cornell University; Ph.D., University of Wisconsin.

Maurice K. Wong, S.J., *Professor of Mathematics*; B.S., University of Hong Kong; Ph.D., University of Birmingham.

Mark Worden, *Assistant Professor of Psychology*; A.B., Bellarmine College; M.S., Ph.D., St. Louis University.

Michael P. Zabinski, *Professor of Physics and Engineering*; B.S., M.S., University of Connecticut; M.S., University of New Haven; M.S., M. Phil., Ph.D., Yale University.

## Lecturers

### *College of Arts and Sciences*

Barbara L. Arnn, Ph.D., *Modern Languages*

Barbara Borck-Hart, B.S., *Fine Arts*

William Brown, M.A., *English*

Patrick J. Cafferty, S.J., M.A.L.S., *Fine Arts*

Glenn A. Cheney, M.A., *English*

Joanne Choly, M.A., *Biology*

Carole Ann Coyne-Maxwell, M.A., *Fine Arts*

Catherine Cron, M.A., *Mathematics*

Joseph Cron, M.A., *Mathematics*

Wesley Davis, M.A., *Fine Arts*

Bronwyn Dunne, M.A., *Fine Arts*

Lyll deJenkins, B.A., *English*

Yael Eliasoph, B.A., *Modern Languages*

Rev. Paul Holland, S.J., M.A., *Religious Studies*

Marie Inglese, M.A., *Modern Languages*

Sunny Khadjavi, Ph.D., *Modern Languages*

Marie Kolakowski, M.A., *Modern Languages*

Janet Krauss, M.A., *English*

Hedwige Kuepper, C.A.S., *Modern Languages*

Ida Lindsey, M.A., *Sociology*

Rev. Robert McQueeney, M.Div., *English*

Mary Meli, M.A., *English*

Bonita Messman, M.S., *Mathematics*

Aliki Michalaros-Sciascia, M.A., *Modern Languages*

Ralph J. Money, M.A., *Mathematics*

Jean Oakes, B.S., *Chemistry*

Allan O'Keefe, B.A., *Fine Arts*

Susan Pacheco, M.A., *Modern Languages*

Rabbi James Prosnit, M.A.H.L., *Religious Studies*

Robert Prulletti, M.A., *Modern Languages*

Laura Ress, M.A., *English, Fine Arts*

Andi Rierden, M.A., *English*

Jacqueline Rinaldi, M.A., *English*

Rose Rodrigues, Ph.D., *Sociology*

José M. Román, M.A., *Modern Languages*

Glenna Ross, M.A., *English*

Edward Rowe, M.A., *Mathematics*

Inez Ryan, M.F.A., *Fine Arts*

Richard Shillea, M.A., *Fine Arts*

Gertrude Sill, M.A., *Art, History*

Michael Simon, M.A., *Mathematics*

Marcie F. Slepian, Ph.D., *Fine Arts*

June Smith, M.A., *English*

Ann Spector, M.A., *English*

Sondra Steinman, M.A., *Fine Arts*

Pierre D. Strauch, M.A., *Architecture*

Michael Sweeney, M.A., *English*

Frank Szivos, M.A., *English*

John Turechek, M.A., *Mathematics*

Kathleen Vollmer, M.S., *English*

Eleanor Whitaker, M.A., *English*

Rebecca Abts Wright, M.Phil., *Religious Studies*

Lydia Wyckoff, Ph.D., *Sociology*

Ana M. Yepes, B.A., *Spanish*

### *School of Business*

Carl K. Glickman, M.B.A., *Marketing*

Frank P. Janik, M.B.A., *Information Systems*

Hari Kapadia, M.B.A., C.F.S., *Finance*

Frederick W. Kelly, S.J., S.T.L., *Computer Applications*

Michael S. Maccarone, M.S., *Finance*

Arthur J. Mannion, LL.M., *Finance*

### *School of Nursing*

Susan Bourdon, M.S., *Mental Health*

Rosa Mo, M.S., R.D. *Nutrition*

Geralyn Spollett, M.S.

## Special Faculty Advisors

### *Advisor to Pre-Dental Students*

Dr. Phyllis C. Braun

### *Advisor to Pre-Medical Students*

Dr. Donald J. Ross

### *Advisors for Health Sciences*

Dr. David C. Danahar

Dr. Vincent M. Burns, S.J.

Prof. William F. Carr, S.J.

Dr. Joseph MacDonnell, S.J.

Dr. Victor J. Newton

Dr. Donald J. Ross

Dr. W. Ronald Salafia

### *Advisors to Pre-Legal Students*

Dr. Alan N. Katz

Dr. Lucy V. Katz

### *Advisors for Study Abroad*

Dr. Robert L. DeMichiell

Prof. John G. Kolakowski

Dr. Victor F. Leeber, S.J.

Dr. Krishna Mohan

Dr. Robert M. Webster

### *Advisor for Graduate Studies in Natural Sciences*

Dr. Gary H. Weddle

### *Advisor for Graduate Studies in Humanities and Social Sciences*

Dr. Philip J. Lane

### *Advisors for Graduate Studies in Business*

Dr. Lisa A. Mainiero

Dr. Oscar W. Jensen

### *Advisor for International Relations*

Dr. Edward M. Dew

### *Advisor for Studies in International Business*

Dr. Krishna Mohan



# Index

Absences .....	24
Academic Advancement .....	20
Academic Failure .....	20
Academic Grievance .....	23
Academic Honesty .....	22
Academic Probation .....	20
Academic Progress .....	172
Academic Year .....	18
Accounting .....	134, 138, 140
Accreditation .....	2
Administration .....	182
Admissions .....	168
Advanced Placement .....	169
Advanced Standing .....	169
Alpha Sigma Nu .....	21
Alumni Relatives .....	170
American Studies .....	37
Applied Ethics .....	39
Art .....	75
Art History .....	76
Arts & Sciences, College of .....	8, 34
Asian Studies .....	41
Athletics .....	13, 163
Biology .....	42
Board of Trustees .....	182
Business Law .....	148
Business, School of .....	9, 31, 134
Calendar .....	196
Campus Ministry .....	14, 166
Chaplains .....	182
Chemistry .....	49
Classics .....	86
Committees of the Faculty .....	184
Communication Arts .....	53
Computer Applications .....	134, 142
Computer Science .....	57, 96
Continuing Education .....	10

Core Curriculum	7, 28
Counseling Services	162
Dean's List	21
Degree Requirements	21
Double Majors	30
Early Admission	169
Economics	60
Education	62
Educational Leave of Absence	25
Electives	28
Eligibility for Non-Academic Activities	20
Engineering	64
English	65
Faculty	6, 18, 185
Faith, Peace, and Justice Studies	74
Film	82
Finance	134, 138, 142
Financial Aid	172
Fine Arts	75
French	101
German	102
Grades	19
Graduate Study	10
Greek and Roman Studies	86
Health Services	14, 162
History	87
Honor Society	21
Honors Program	29
Information Systems	134, 138, 142
Inter-Institutional Courses	35
International Business	135, 139, 148
International Relations	94
Internships	30, 35, 135
Italian	103
Japanese	103
Latin American and Caribbean Studies	95
Leave of Absence	25
Library	11, 165
Management	135, 138, 144
Marketing	135, 138, 146
Mathematics and Computer Science	96

Minority Students .....	163
Minors .....	30
Mission of Fairfield University .....	4
Modern Languages .....	100
Music .....	83
Nursing, School of .....	9, 31, 152
Parking .....	166
Philosophy .....	105
Physics .....	110
Politics .....	114
Pre-Professional Programs .....	34
Psychology .....	118
Quantitative Analysis .....	149
Readmission .....	21
Recreational Complex .....	165
Refund Policy .....	171
Registration .....	20
Religious Life .....	14, 166
Religious Studies .....	124
Residence Halls .....	164
Rules & Regulations .....	161
Scholarships .....	173
Security .....	166
Sociology .....	129
Spanish .....	103
Sports .....	13, 163
Student Activities .....	12
Student Government .....	160
Student Records .....	25
Student Services .....	160
Studio Art .....	79
Summer Sessions .....	10
Theatre and Media Arts .....	81
Transcripts .....	25
Transfer Admissions .....	169
Transfer Credits for Matriculated Students .....	22
Tuition/Fees .....	170
Visual Design .....	80
Withdrawal from Courses .....	19
Withdrawal from University .....	24
Writing Center .....	31



# 1990-1991 Academic Calendar

College of Arts and Sciences/School of Business/School of Nursing

## 1990

Sunday/Tuesday	September 2, 3, 4	Freshman orientation
Tuesday	September 4	All other students arrive
Wednesday	September 5	Classes for all
Thursday	September 27	Academic Convocation
Monday	October 8	Holiday — Columbus Day
Tuesday	November 20	Thanksgiving recess begins at end of last period
Monday	November 26	Classes resume
Tuesday	December 11	Last day of class
Wednesday & Sunday	December 12, 16	Reading Days
Thursday/Thursday	December 13-20	Final Exams (including Saturday)

## 1991

Tuesday	January 15	Second semester begins
Monday	January 21	Holiday — Martin Luther King Day
Monday	February 18	Holiday — Washington's Birthday
Monday/Saturday	March 11-17	Spring Recess
Friday/Monday	March 29-April 1	Easter Weekend
Tuesday	April 30	Last day of classes
Wednesday/Sunday	May 1, 5	Reading Days
Thursday/Friday	May 2-9	Final Exams (including Saturday)
Sunday	May 19	Commencement



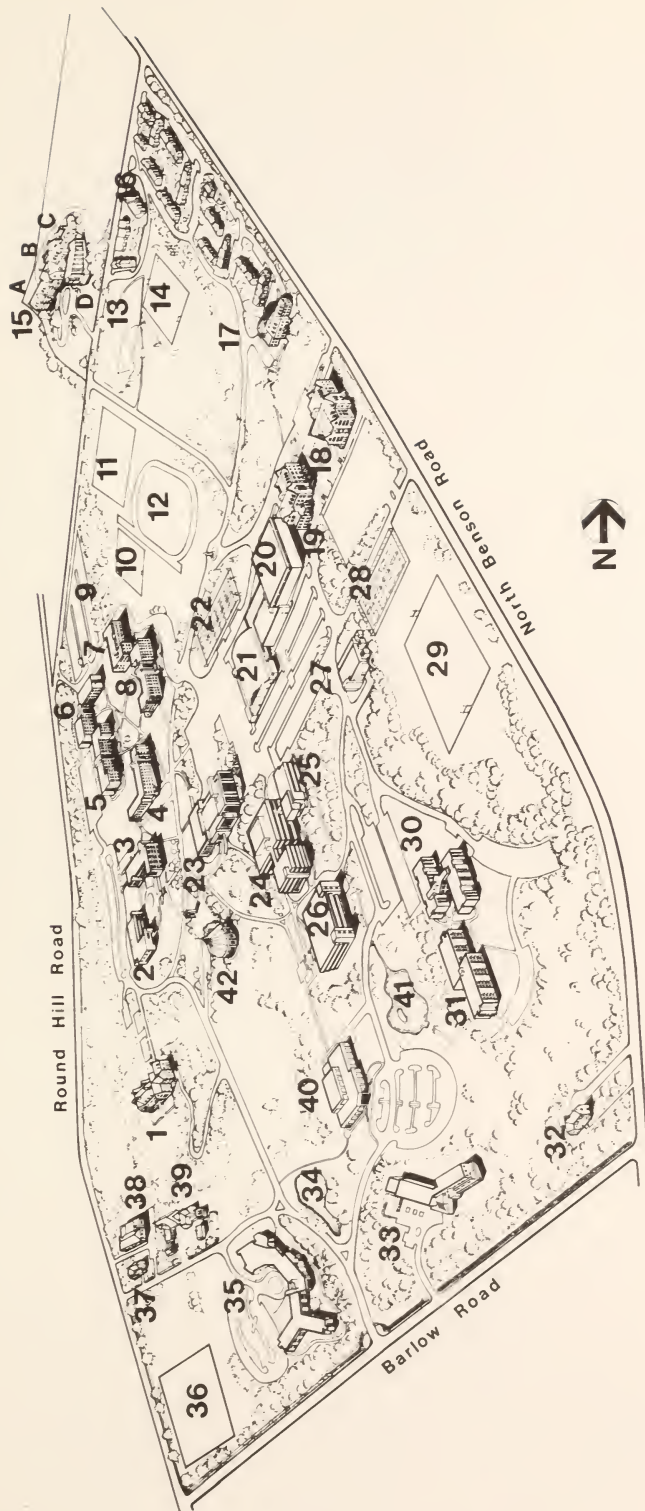








# FAIRFIELD UNIVERSITY CAMPUS



1. Bellarmine Hall
2. Faculty Office Building
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jorges Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field

11. Intramural Field
12. Varsity Field
13. Baseball Field
14. Alumni Field
15. North Campus
16. Student Town House Complex
17. McAuliffe Hall
18. Xavier Hall
19. Berchmans Hall
20. Recreational Complex

21. Alumni Hall - Gymnasium
22. Tennis Courts
23. Campus Center
24. Bannow Science Center
25. School of Nursing
26. Nyselius Library
27. Central Utility Facility
28. Tennis Courts
29. Grauert Field
30. Kostka Hall

31. Claver Hall
32. Jesuit Residence - St. Robert
33. Jesuit Residence - St. Ignatius
34. Bellarmine Pond
35. Center For Financial Studies
36. Barlow Field
37. Southwell Hall
38. Playhouse
39. Maintenance
40. Regina A. Quick Center For The Arts
41. Hopkins Pond
42. Chapel And Campus Ministry Center



# **FAIRFIELD UNIVERSITY**

**FAIRFIELD, CONNECTICUT 06430-7524**

**(203)254-4000**